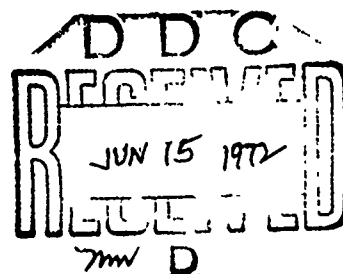


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**REPORT
OF THE
DEPARTMENT OF THE ARMY
BOARD TO REVIEW
ARMY OFFICER SCHOOLS**



**VOL. I -
SUMMARY AND RECOMMENDATIONS**

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DISTRIBUTION LIST

NOTE

In order not to delay the distribution of the report pending preparation of the index, Volume IV will be distributed to addressees subsequent to the distribution of Volumes I through III.

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INTRODUCTION

General

1. The Department of the Army Board to Review Army Officer Schools (hereafter referred to as the Board) was appointed by Department of the Army Letter Orders of 23 June 1965, as amended. The Board had as voting members a general officer President, three other general officers representing the three major Army commands in the Continental United States (CONUS), six colonels/lieutenant colonels representing Department of the Army staff agencies with major responsibilities in the areas of inquiry of the Board, and a civilian educator. An additional officer from the Weapons System Evaluation Group was assigned to the Board for a two-month period prior to departure for Vietnam. The members of the Board represented a cross-section of combat arms, technical, and administrative service backgrounds. Without exception, they have graduated from senior service colleges or have graduate degrees from civilian universities; in most cases they have achieved both. The civilian educator holds a doctorate from Oxford, served as an officer in the US Navy during World War II, had eight years' practical experience in the operations research area, and is currently Professor of Astronomy at a civilian college. The Board was also fortunate enough to have as a full-time consultant a retired general officer with broad experience in the operation of some six service schools who is currently serving as Chairman of the Board of a civilian college. During the last two months of the Board's operations, a representative of the Office of the Chief of Military History provided great assistance to the Board in the editorial, indexing, and historical research areas. (See Annex A, Appendix 1, for Board composition.)

2. The directive to the Board is set forth in a Department of the Army Letter of Instruction, dated 20 May 1965. (See Annex A, Appendix 2.)

Purpose

3. The purpose of the Board was to determine the adequacy and appropriateness of the current Army school system and the education and individual school training of Army officers in light of responsibilities which will confront the Military Establishment for the foreseeable future; and to recommend such changes in the direction, structure, or

operation of the system or in the academic program during the next decade as will make the greatest contribution to the discharge of those responsibilities.

Scope

4. The study examines the present system for education and training of Army officers of all components from the time of commissioning until retirement at service schools, service colleges, and civilian educational, commercial, and industrial institutions; evaluates the system against the background of the current and projected world and Defense environment, the technological explosion, and military requirements across the total spectrum of conflict; and recommends such changes in the system as are appropriate for the period 1966-1976. Particular attention is devoted to the following areas:

a. Training requirements for newly commissioned officers and newly appointed warrant officers, taking into consideration the diversity of procurement sources.

b. Integration of formal training and education at appropriate levels in normal officer career patterns.

c. Missions of the various Army schools and colleges and the objectives of the courses at successive career levels.

d. Curricula of the career courses, as related to their current and proposed objectives and the projected utilization of the graduates.

e. Use of associate, refresher, and extension courses.

f. Prerequisites, requirements, and quotas for service school and college attendance.

g. Adequacy and appropriateness of education and training at various levels in the responsibilities and functions of command, and in such specialty fields as resource utilization (management), comptroller activities, operations research/systems analysis, and automatic data processing; intelligence, counterinsurgency, civil affairs, psychological operations, foreign languages and foreign areas; CBR operations and employment of tactical nuclear weapons; Army aviation; supply, maintenance, and logistics as a whole, taking into consideration the trend toward functionalization in these areas.

h. Advanced civil schooling program, to include requirements determination, supervision of the program, and utilization and reutilization of graduates.

i. Impact of the joint and Defense school system on the Army school system.

j. Adequacy of the organizational structure of the Army school system, to include doctrinal responsibilities of the schools and their relationship with the Combat Developments Command and its subordinate agencies, and command and control channels for Defense schools and courses conducted by the Army.

k. Selection, training, qualification, and role of the faculty.

l. Student testing and evaluation.

m. Innovations in educational practices and techniques to include the introduction of electives.

n. Development and use of school and college libraries.

o. Training of foreign officers.

p. Revision of basic Army regulation dealing with military education and individual school training of Army officers.

5. Although not direct responsibilities of the Board, the following subject areas have a major impact on the Army officer educational system and are discussed in varying degrees in the report:

a. Precommissioning training and education, and the procurement and retention of officers.

b. Branch functions and specialist programs, and career patterns emanating from them.

c. Physical grouping of related Army educational activities.

Procedures

6. The Board convened at Headquarters, Department of the Army, Washington, D. C., on 6 July 1965 and continued in session for a period of over seven months. Prior to convening of the Board, the resident members completed administrative arrangements for the Board's

operations and assembled material in the areas of responsibility of their parent staff agencies. The full Board commenced its work by doing document research in its broad area of inquiry. In particular, it analyzed the reports of three predecessor Boards since World War II -- the Gerow, Eddy, and Williams Boards. The Board received a series of briefings on the current operation of the Army school system and problem areas as known to the Army staff, and interviewed the heads of all the principal staff agencies.

7. In order to gain a greater appreciation of the current and projected Defense environment in which the Army school system must operate and the image of the system from above, the Board held frank discussions with key individuals in the Office of the Secretary of Defense and the Organization of the Joint Chiefs of Staff who are broadly or specifically concerned with officer training and education. The Board pursued its inquiries with top officials in such other governmental agencies as the Department of Health, Education, and Welfare, the Bureau of the Budget, and the Civil Service Commission, as well as with private organizations such as the American Council on Education and the American Management Association. It conducted particularly rewarding interviews with a group of distinguished retired Army officers with established reputations as trainers and educators.

8. The Board was briefed in some depth on the school systems of the US Navy, Air Force, and Marine Corps. It also investigated the officer education and training systems in four foreign armies as well as those for managerial/executive personnel in eight large industrial corporations.

9. The Board developed a preliminary listing of rather searching questions striking at the heart of problem areas it had isolated. These "essential elements of analysis" (EEA) together with requests for additional factual material were dispatched to the field, and followed by an extended series of visits to over 70 different installations, including all Army schools and colleges, Defense schools operated by the Army, the joint colleges, schools and colleges of other Services and of industry, civilian universities, and operations research agencies. The Board also interviewed the Commanding Generals of the US Continental Army Command, Army Materiel Command, Combat Developments Command, and Army Air Defense Command, with their principal assistants, as well as two CONUS Army commanders with broad experience in the operation of Army schools. The Commanding General of the US Strike Command expressed great interest in the work of the Board and forwarded lengthy and carefully thought out comments for its consideration.

10. A listing of individuals interviewed and installations visited and a bibliography of reference material used by the Board are contained in Annex A, Appendices 3 and 4.

SECTION II

ENVIRONMENTAL FACTORS AND TRENDS

11. The Board was charged with the development of a blueprint for the Army school system for the next ten years. These will almost certainly be years of international political unrest, shifting national alignments, and revolutionary changes in global strategy. They will be years of economic and social upheaval, intellectual ferment, and technological breakthrough. The next decade could be termed the Era of the Information Explosion. Today the sum of human knowledge is doubling every ten years; by 1970 it will be doubling every five years. Man will place an increasing premium on the rapid recording and collecting of information so that he is not drowned in a sea of meaningless data.

12. There are obvious difficulties in forecasting technological achievements, and the United States has not always distinguished itself in this area. As an example of our past shortcomings, a National Resources Committee, composed of a group of eminent scientists, engineers and researchers, was assembled in 1937 to appraise the impact of future inventions and technology on man's social order. This group failed to predict the advent of nuclear weapons, radar, jet engines, transistors and antibiotics - all of which were in being within ten years. One would hope our glass is not as cloudy as we view the next decade.

International Environment

13. It can be anticipated that the United States will seek to retain maximum flexibility in the conduct of foreign affairs without compromising the resolute defense of basic values. The development of additional foci of political and military power will probably accelerate during the period. The continued maintenance of a relatively large US Military Establishment, able to respond with any of a broad range of forces and weapons in an effective, timely, and appropriate manner, will be required. US forces will be involved on a repetitive basis in stability and limited war operations, placing urgent, unprogrammed requirements on the officer corps but providing the opportunity for field command experience. An increased knowledge of Communist China and the underdeveloped nations will be essential.

14. Rapidly changing situations will impose a requirement for accelerated doctrinal, organizational, and materiel development with consideration of alternatives and trade-offs. The Army school system must provide the type of stimulating intellectual environment which

will enable it to make major contributions in these areas.

15. All ready combat forces will continue to be assigned to unified commands. The trend will be toward integrating forces of the several Services at lower levels, thus decreasing the level of joint command.

16. The exploration of outer space will intensify, and space technology will impact on strategic concepts and military operations. By the end of the next decade, the Army will be an active participant in the space program.

Defense Environment

17. The trend toward a completely unified and consolidated Department of Defense (DOD) will probably continue. Because of the vast range of DOD activities, the increasing concentration of authority in the Office of the Secretary of Defense (OSD) will necessarily be accompanied by the vertical exercise of much of that authority by Assistant Secretaries of Defense within functional areas. In the field of education and training, the trend toward establishment of Defense schools and courses under the policy direction of Assistant Secretaries will probably continue. Fractionalized direction of Service educational and training programs could destroy total system balance.

18. Increasing emphasis is being given to the development and exercise of sound management skills and practices in industry and in government. Within the DOD, this has manifested itself in the institutionalizing of certain planning, programming, budgeting, systems analysis, and cost effectiveness techniques. During the next decade, these techniques will be refined further and expanded to lower levels of the Military Establishment.

19. Efforts will continue toward further integrated management of supply and service functions in the wholesale or producer logistic area under the Defense Supply Agency (DSA) and the General Services Administration (GSA). Similarly, the trend toward centralized control of long line communications and long haul transportation, currently exemplified in such agencies as the Defense Communications Agency, the Military Traffic Management and Terminal Service, the Military Sea Transportation Service, and the Military Airlift Command will continue. To meet these trends, Army officers should be fully knowledgeable in the functioning of joint and Defense supply, communications, and transportation systems. Knowledge at these levels must be based on a demonstrated competence in the operation of Army systems at lower levels and primary orientation toward the needs of the operating forces.

Organizational Trends

20. The trend toward full functionalization of the logistic system of the Army in the field, begun with the Reorganization Objective Army Division (ROAD) concept, continuing in the Combat Support of The Army (COSTAR) concept, and being refined and extended in The Administrative Support of the Theater Army (TASTA) concept, will be complete during the next decade. The related trend toward consolidation of supply, maintenance, and service functions at Continental United States (CONUS) installations has essentially run its course. These realignments of the Army logistic structure, in the field and in garrison, underline the requirement to clarify training responsibilities and update curricula in the Army school system.

Trends in Training and Education

21. The Army can anticipate major increases in training requirements in the following areas during the next decade:

a. Communications and electronics, to include electrical and electronic engineering, related primarily to the increasing sophistication of command, control, and information systems; to the increasing use of missiles throughout the Army structure in maneuver as well as in fire support units, exemplified in such weapons as REDEYE, SHILLELAGH, and TOW; and the probable adoption of some type of anti-ballistic missile system manned by the Army.

b. Automatic data processing equipment, caused by the exponential rise in use of computers and associated equipment.

c. Pilot training, aeronautical engineering, and avionics, associated with the continued expansion of the Army aviation program.

d. Operations research/systems analysis, related to the expanding complexity and scope of the art and science of warfare, the increasing sophistication of analytical tools, and the requirement to quantify alternatives in the decision-making process.

22. The ability of the Army to obtain and retain officers will continue to be geared directly to the state of the national economy over the next ten year period. The Army will experience severe difficulties in attracting quality career officers in competition with industry, particularly in the engineering and physical science disciplines.

23. There will be a steady trend to displace officers with civilians, primarily in CONUS installation support functions. This

will raise problems related to maintenance of an adequate rotation base and the recruitment, training and mobility of the civilian work force.

24. It seems clear from the many trends outlined above that the time available for military education and training will become increasingly precious. Competition for training time will be keen. Constant academic supervision will be required in the years ahead to insure that the essential purpose of Army forces, victory in conflict, receives primary emphasis in our educational system.

SECTION III

CURRENT SYSTEM FOR EDUCATION AND TRAINING OF ARMY OFFICERS

25. The Army school system has been praised often by military and civilian observers at home and abroad, and the success of American arms has regularly confirmed its effectiveness. It is an extensive and complex structure that requires not only centralized supervision and control but periodic review to insure that it is fully responsive to requirements. Regular adjustment and refinement are necessary to meet external organizational, technological, and geopolitical developments and to overcome internal resistance to change inherent in any school system.

26. The present Board is the fourth to conduct a formal overall review of the Army school system under the accelerated conditions prevailing since World War II. The first of these was the War Department Military Education Board, headed by Lt General Leonard T. Gerow, which met in the fall of 1945 to prepare a plan for the postwar educational system of the Army. The Gerow Board's recommendations led, among other things, to the establishment of the National War College and the Armed Forces Staff College, the introduction of associate courses, the provision of additional extension courses for the Reserve Components, and the expansion of the civil schooling program. Three years later a Department of the Army Board on Educational System for Army Officers was convened under Lt General Manton S. Eddy to review the adequacy and scope of the system. Eddy Board recommendations led to adoption of higher educational goals for Regular Army officers, more definitive structuring of the Army officer progressive educational system, the reestablishment of the Army War College, and more centralized direction of the Army school system. Nine years separated the Eddy Board from its successor, the Department of the Army Board to Review the System of Officer Education and Training. Convened under Lt General Edward T. Williams in 1958, five years after the end of hostilities in Korea, the Williams Board studied officer education and training from the time of commissioning to completion of senior service college. Its recommendations led to adjustments in Army school policies, practices and procedures, detailed in the body of this report.

27. The present Board met seven years after the Williams Board under markedly different conditions. This Board is the first to consider Army officer education and training within a significantly changed Defense environment. It has studied a school system which has had to make widespread adjustment following a major Army reorganization. Further, the Board's inquiry has come in a period when operations in Vietnam have underlined the importance of stability

ARMY SCHOOL SYSTEM

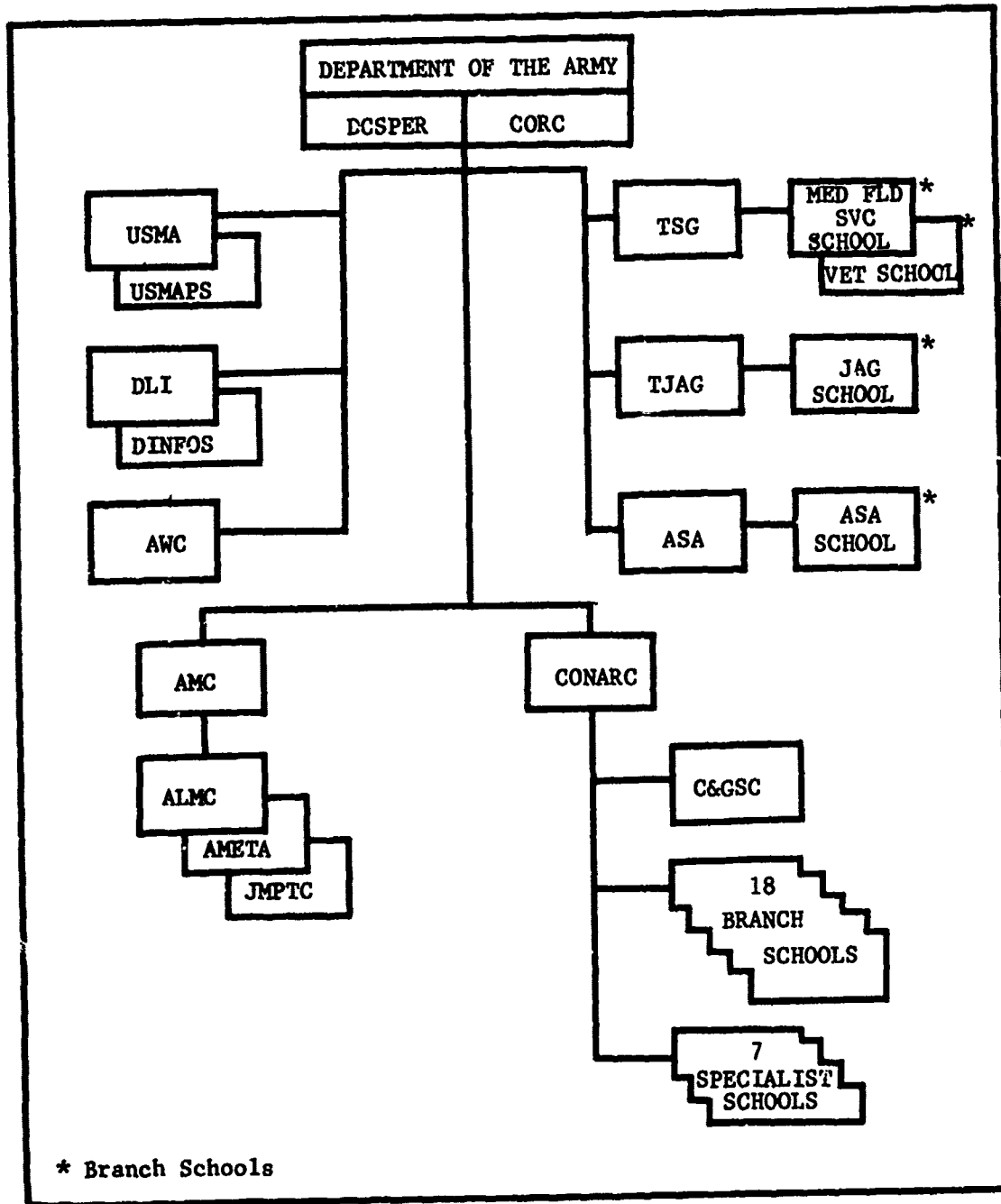


FIG. 1

operations in the Army mission. These developments, along with the environmental factors and trends pointed up in Section II, formed the backdrop against which the Board considered the total system of officer education and training as it exists today. The Board examined the overall mission or objective of the Army school system, its broad organizational structure, and the officer career patterns which it supports. The Board's inquiry extended through the successive levels of officer education and training from precommission schooling to postgraduate military education; covered such additional areas as specialist training, civil schooling, medical professional training, and schooling of warrant officers and Reserve Component officers; and reviewed the findings and recommendations of the last Departmental Board on Army officer education and training, together with the actions subsequently taken on them. The results of this examination appear in detail in Annex B, with its 11 appendices, and are summarized in the following paragraphs.

Current System (Annex B)

28. Army Regulation (AR) 350-5, "Military Education and Service Schools," establishes the general provisions that govern the military education and individual school training of Army personnel, and is the vehicle that expresses the educational and organizational philosophy of the Army school system. This regulation makes a basic distinction between education and training, terming education as individual instruction given without regard to the student's assignment, and training as instruction given to provide the student with a particular skill or specialty. AR 350-5 assigns to the Army school system the mission of preparing selected individuals of all components of the Army to perform duties that will be required of them in peace and war, and identifies the school system as the keystone in the Army's preparation for wartime service. It attributes to the school system an importance second only to that of the troop units which comprise the fighting strength of the Army.

29. As a part of a progressive education and training program, Army officers attend not only Army schools and colleges but also joint and Defense schools and colleges, schools and colleges of other Services and governmental agencies, civilian institutions, and military schools and colleges of foreign nations. Below the military college level, Army schools normally conduct courses for enlisted personnel as well as for officers, using common faculties and facilities, thus imposing a requirement to view the Army school system as a whole. Proposals to change Active Army officer schooling usually impact on the training of enlisted personnel, as well as on the education and training of the Army's Reserve Components. In lesser

OFFICER CAREER SCHOOLING

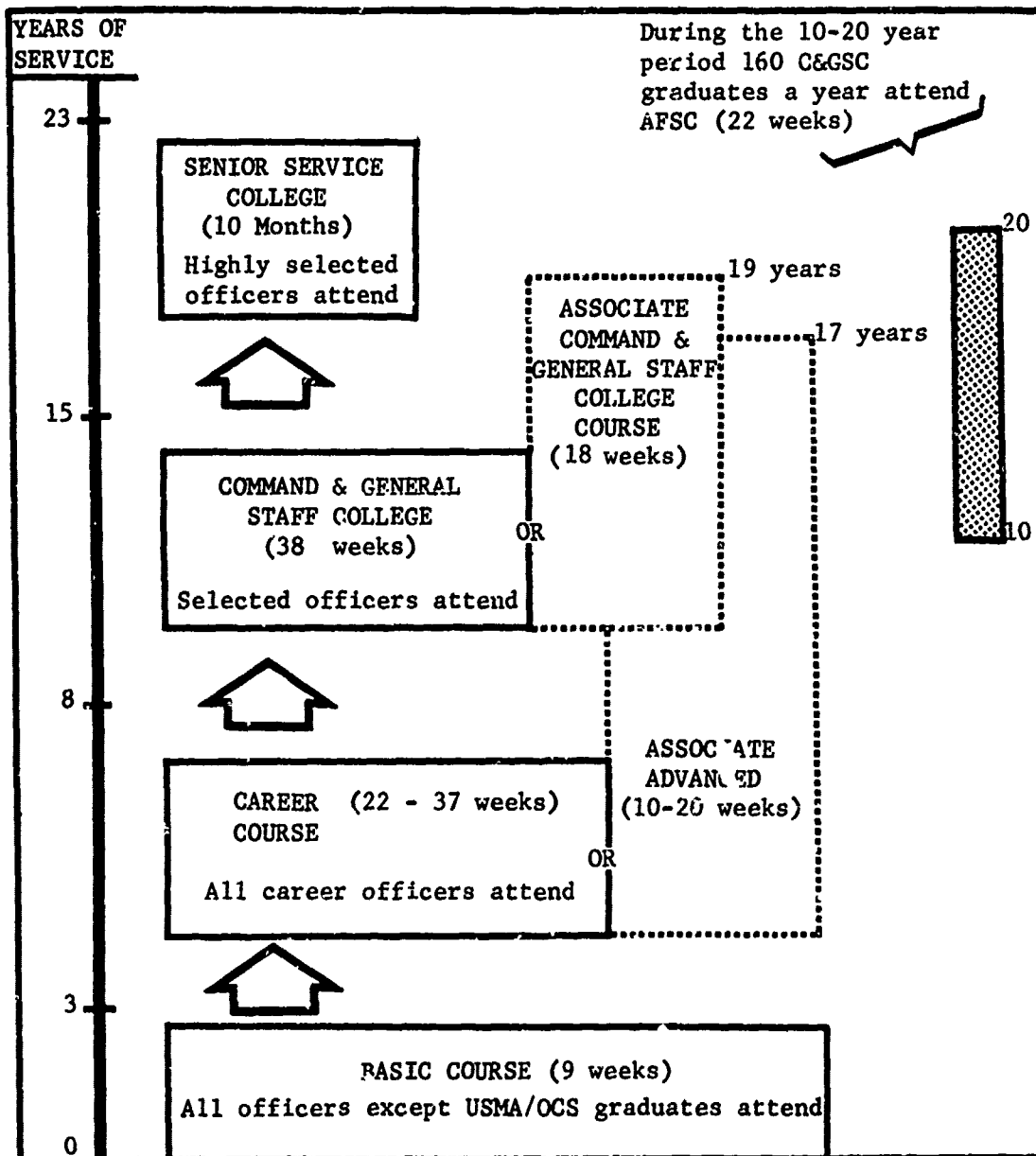


FIG. 2

degree, they affect the schooling of civilians and military personnel of other Services and friendly foreign countries.

Organizational Structure (Appendix B-1)

30. The current Army school system, shown in Figure 1, includes two Army colleges, 22 branch schools, 12 specialist schools including the Army-operated Defense Language Institute and Defense Information School, the US Military Academy, and the US Military Academy Preparatory School. At Departmental level, responsibility for supervising the Army school system is vested in a single general staff agency, the Office of the Deputy Chief of Staff for Personnel. Direction of the school system is primarily a responsibility of the US Continental Army Command (CONARC), which commands 26 schools, although three Department of the Army staff agencies and two other commands operate twelve other schools. The schooling of the Reserve Components not on active duty is the general staff responsibility of the Chief of the Office of Reserve Components.

Career Patterns (Appendix B-2)

31. Career development of Army officers is a highly structured interrelationship between civil and military schooling, assignments, job performance, years of service, and promotion patterns. As indicated in Figure 2, there are four levels of military career schooling: basic course, career course, command and staff college, and senior service college. Attendance at a lower school is normally a prerequisite for attendance at the next higher one. Branch basic and career courses are mandatory for essentially all officers /only US Military Academy (USMA) and Officer Candidate School (OCS) graduates do not attend the basic course/, while the two levels of military colleges are attended by progressively fewer officers on a selective basis. The Army's branch structure provides the base for categorization and career development of all officers. However, the Army has need also for a relatively limited number of officers to be trained in depth in certain functional areas which cut across branch lines. These officers are identified by placing them in ten specialist programs. Career patterns of officers in these programs tend to take the form of alternating branch and specialist assignments.

Precommission Schooling (Appendix B-3)

32. For the period 1961-65, the Active Army required an average of over 14,000 newly commissioned officers per year to sustain an average total officer strength of approximately 100,000. As shown in Figure 3, the Reserve Officers Training Corps (ROTC) program was the

primary source of new officers, producing approximately 70% of the total each year. The OCS program produced a little over 8%, and the USMA approximately 3½%. The remainder received direct appointments or came in through the drafting of doctors and dentists.

SOURCES OF OFFICERS

1961 - 1965

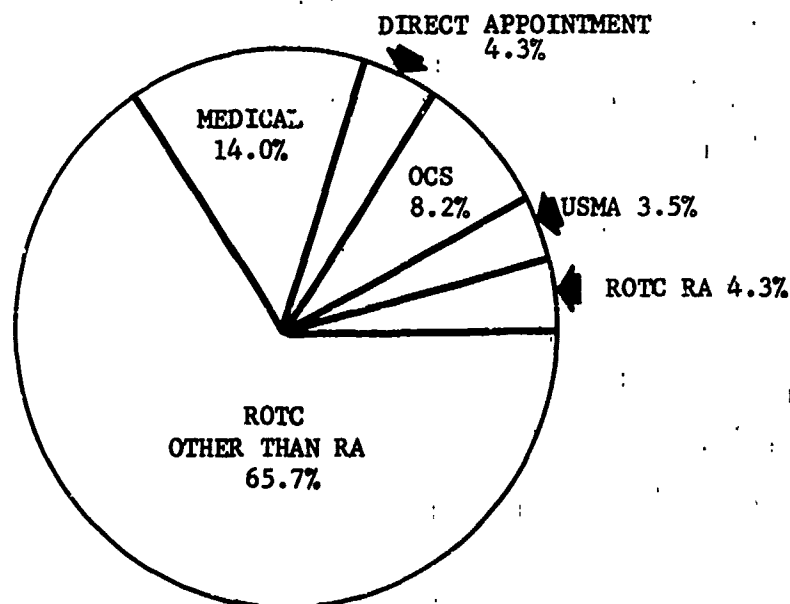


FIG. 3

In recent years the Army has experienced difficulty in maintaining the ROTC output at desired levels, due to a trend away from compulsory ROTC courses and growing academic demands on the student. The OCS program has been a balancing factor in maintaining the necessary officer input into the Active Army, and, because of its inherent capability to respond quickly to changing needs, has also provided a base to meet mobilization and emergency requirements. A threefold increase in the OCS program took place during 1962-65 as a result of the Berlin crisis, and a similar expansion is being sought in 1966 to meet the demands of the war in Vietnam. Meanwhile, an expansion of the USMA is currently underway which will provide an 80% increase in the Corps of Cadets by 1973, and a major increase in the annual Regular Army (RA) officer input from this source. Under the provisions of the ROTC Vitalization Act of 1964, 1,000 two- and four-year

scholarships are being awarded annually to ROTC students commencing with school year 1965-66. These officers will have a four-year service obligation after graduation, and it is visualized that the great majority of them will be awarded Regular Army commissions. Despite these two programs, increased retention of other-than-Regular Army ROTC graduates, after their two-year obligated service period, will continue to be essential to a balanced grade structure within the Army.

Branch Schools (Appendix B-4)

33. In FY 1965 over 130,000 students, about 37,500 of whom were US Army officers, attended the Army's 22 branch schools in a resident status. Attendance at the officer courses was approximately 75% Active Army, 12% Reserve Components, and 13% civilians and officers of other Services and foreign armies. An additional 185,000 students were enrolled in nonresident courses, including 41,000 US Army officers. Of these, the great majority were from the Reserve Components. School staffs and faculties numbered over 22,000 individuals, including 3,500 officers. Although faculties were close to authorized strengths, serious grade imbalances existed. Significant shortages existed in the grades of captain and major, where the requirements for instructors at branch school level are centered. On the other hand, over 650 second lieutenants were assigned to staffs and faculties against a zero requirement for officers of that grade.

34. In addition to conducting basic and career courses, most branch schools also conduct an associate career course, which is shorter in duration and less detailed in treatment than the regular career course; a refresher course, generally for field grade officers returning to branch assignments; numerous specialist courses in branch functions and across-the-board functional areas; and a wide variety of extension courses, generally paralleling resident instruction. Approximately 45% of the academic time in the basic and career courses is devoted to "common subject" training prescribed by CONARC.

35. Most branches have a single branch school, operating generally within the framework of a larger branch center. This branch school acts as the branch home and serves as the repository for the history, trophies, and memorabilia of the branch. The Artillery, Signal Corps, and Army Intelligence and Security Branch, however, each have two installations designated as branch schools. Artillery officers, divided into field artillery and air defense groupings, attend separate basic and associate career courses at the Artillery and Missile School and the Air Defense School, but are

cross-trained in a single career course, divided sequentially between the two schools. Signal Corps officers attend their basic course at the Southeastern Signal School and their career course at the Signal School. Army Intelligence and Security officers attend the Infantry basic course and are divided into two groupings to attend separate career courses at the Intelligence School and the Army Security Agency School.

36. With few exceptions, branch schools also participate in the development of doctrine, organization, and materiel requirements, generally through coordination with local agencies of the Combat Developments Command (CDC) and the Army Materiel Command (AMC). They also develop training literature and training aids related to personnel and units of their branch, to include Army Training Programs, Army Training Tests, Military Occupational Specialty (MOS) evaluation tests, field manuals for subjects other than doctrine, technical manuals, and training films. Despite the diversity of branch schools, there is a parallelism in their functions which is not reflected in their current mission statements.

Army Colleges (Appendix B-5)

37. The two Army colleges provide professional military education to selected officers at the postgraduate level. The Command and General Staff College (C&GSC) conducts one regular and two associate courses in each academic year with a combined capacity of 1,650 students, while the Army War College (AWC) conducts one class per academic year for about 200 students. The C&GSC prepares officers for command and staff duties primarily with the Army in the field, while the AWC prepares senior officers for command and high level staff duties over a wider range of military assignments. The curriculum of the C&GSC course focuses on the art of command, the staff planning process, decision making, and the fundamentals of combat. The AWC course centers about the design of a national strategy and its supporting military program, and involves the analysis of world and domestic environments, strategic concepts and capabilities, technological forecasts, and future doctrine and organization.

38. The C&GSC is currently conducting an extracurricular graduate study program for a limited number of carefully selected students. The College has been accredited by the North Central Association of Colleges and Secondary Schools to grant a Master's degree in Military Art and Science for successful completion of this graduate program. In the absence of specific governmental authority, however, the C&GSC is not awarding the degree at this time. The AWC is affiliated with the George Washington University for War College students to participate in a Master's degree program in International

Affairs. Both the C&GSC and the AWC offer special short courses for selected Reserve Component personnel. The C&GSC has an active extension course program with an enrollment of over 11,000 students, while the AWC currently offers no nonresident instruction. In addition to their educational responsibilities, the Commandants of both colleges are vested with doctrinal responsibilities through their command of collocated CDC agencies.

Specialist Schools (Appendix B-6)

39. The 12 specialist schools in the Army school system are not a part of the structured and sequential system represented by the branch schools and Army colleges. They were established to provide specialist training beyond the capacity or outside assigned missions of branch schools in such widely diversified areas as the piloting of aircraft, logistics management, and foreign languages. The seven specialist schools operated by CONARC are a major segment of its school system. In FY 1965 they were attended by nearly 27,000 students, including 7,000 Army officers. The three specialist schools operated by the AMC are oriented primarily toward wholesale or producer logistics and management in various functional areas. The number of courses at these schools has increased rapidly in recent years, and most of them are currently Defense courses. In FY 1965, they were attended by some 11,500 students, of whom about 1,000 were officers and the remainder primarily civilians. The two specialist schools which operate directly under Headquarters, Department of the Army, are Defense schools, although they serve Army needs preponderantly. In FY 1965, they had 4,000 students, approximately a quarter of whom were Army officers.

Civil Schooling (Appendix B-7)

40. A variety of schooling at civilian educational, commercial, and industrial institutions is available to Army officers. Included are advanced degree programs at civilian colleges and universities, scholarship and fellowship programs, training with industry, short courses at civilian institutions or other government agencies, the degree completion program (BOOTSTRAP), and the off-duty tuition assistance program. An Army Educational Requirements Review Board (AERB) annually validates officer positions world-wide which require graduate training in specific disciplines. Requirements for officers with advanced degrees have doubled in the past five years and now amount to 3,420 validated positions, excluding those in the Army Medical Service. To support these requirements, over 900 Army officers annually are pursuing graduate level studies on a full-time basis at 90 civilian institutions. Thousands of additional officers

pursue various college courses annually in their off-duty time or in a permissive temporary duty status under the General Educational Development Program. The civilian educational level of Army officers has risen markedly since the Korean War, and today 75% of all officers on active duty (including 86% of all Regular Army officers) have a baccalaureate or higher degree, as shown in Figure 4.

OFFICERS' CIVILIAN EDUCATION LEVEL FY 65

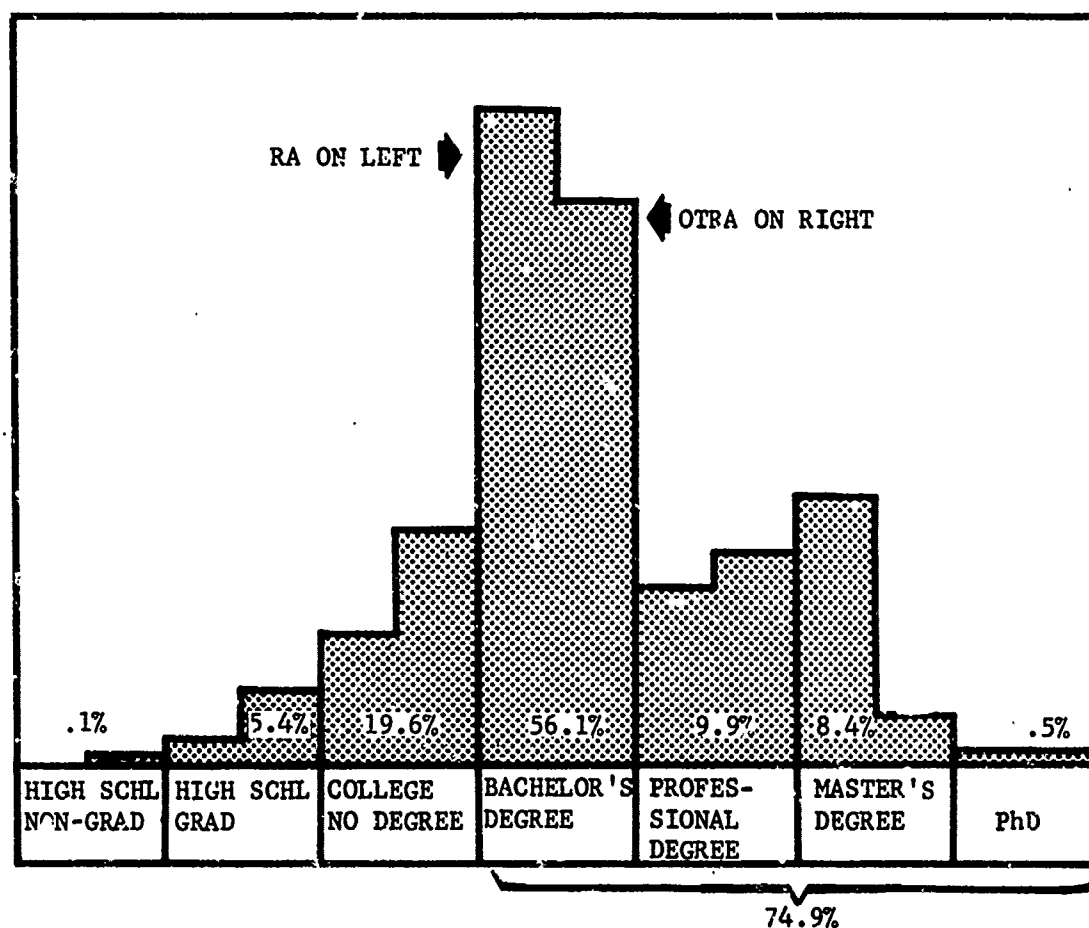


FIG. 4

Medical Professional Training (Appendix B-8)

41. Medical professional training is conducted in 15 programs for over 4,000 personnel of the Active Army. Eleven of these programs are designed to procure personnel by offering training in return for obligated service; three are short course programs to increase or refresh medical professional capabilities; and one provides advanced graduate education at civilian institutions. The Surgeon General exercises direct supervision over certain precommission training of officers in the six corps of the Army Medical Service.

Warrant Officer Schooling (Appendix B-9)

42. Career development for warrant officers is individualized, based on background, experience, and education. Formal career patterns such as those for commissioned officers do not exist for warrant officers. Occupational proficiency in designated specialized fields is a prerequisite to appointment, and assignment and utilization are limited to authorized and closely controlled positions. Regulations restrict warrant officers' military schooling to occupational training, although they participate extensively in extension courses.

Schooling of Reserve Component Officers (Appendix B-10)

43. The principal sources of new officers for the US Army Reserve (USAR) and Army National Guard (ARNG) are the ROTC and the State OCS programs, respectively. Career planning for the Reserve Component officer is primarily an individual responsibility, although published minimum military educational requirements for advancement provide him with certain basic guidance. He must complete the branch basic and career courses as a prerequisite to promotion to captain and lieutenant colonel, respectively. Unless he is in one of the professional services, he must complete the C&GSC course for promotion to colonel. A USAR school system, with courses that parallel the associate courses at Active Army branch schools and the C&GSC, provides the Reserve Component officer with additional flexibility in meeting military schooling requirements. He may satisfy these requirements through resident instruction in Active Army schools, enrollment in extension courses, attendance at a USAR School (except for the basic course), or a combination of these methods. In the great majority of the cases, he completes his mandatory schooling through extension courses or attendance at USAR schools. Reserve Component officers also utilize Active Army specialist, orientation, and refresher courses to develop specific skills or to enhance their professional development and competence.

Williams Board Recommendations (Appendix B-11)

44. The last major review of the Army officer school system was made in 1958 by the Williams Board. Although most of its recommendations were adopted, some were disapproved and others modified in the review or by subsequent actions. The Williams Board recommendation that the basic objective of the Army school system remain the preparation of individuals for wartime duties was amended to include preparation for peacetime duties as well. The recommended emphasis on command was changed to emphasis on leadership. Instruction on the functions of the division general staff was not incorporated into the branch career course, as proposed. Administrative recommendations which were not adopted concerned the stabilization of tours of all officers assigned to school staffs and faculties at a minimum of three years; the use of a 65% combat arms/35% technical and administrative services ratio in allocating quotas for senior college attendance; and elevation of the Army War College commandant to lieutenant general. Proposals for a branch material curriculum for ROTC and a formalized officers' individual study program were not approved. Recommendations that the Army General Staff not be an operator of the school system and that all Active Army officers attend a single career course through branch level, although approved as objectives, have not been placed in effect.

SECTION IV

OTHER EDUCATIONAL AND TRAINING SYSTEMS

45. Consideration of the Army system for education and training of officers leads naturally to a review of associated school systems. The Board examined education and training throughout the Department of Defense, to include inter-Departmental and inter-Service relationships in this area, joint and Defense schools and colleges, and the school systems of the other Military Services. It also inquired into schooling in industry and foreign armies. The results of the Board's investigations appear in detail in Annex C, with its five appendices, and are summarized in ensuing paragraphs.

Other School Systems (Annex C)

46. The Army has an obvious interest in the school systems throughout the Department of Defense, in industry, and in foreign armies, since its officers attend schools and institutions within those systems - often on a reciprocal basis. This interest extends from course content to educational concepts, practices, and techniques. In the case of the Department of Defense, the Army's interest is made more direct by the requirement for its school system to operate within that environment. A clearer relationship between Army, joint, and Defense schools, and a careful delineation of command and control channels, will facilitate efficient functioning of the several systems and promote maximum responsiveness to requirements.

Joint and Defense School Systems (Appendix C-1)

47. The Secretary of Defense has designated the Assistant Secretary of Defense (Manpower) as his principal staff assistant for Armed Forces education. However, other Assistant Secretaries exercise varying degrees of supervisory responsibility over military education and training programs within their respective functional areas. The Joint Chiefs of Staff (JCS) have statutory responsibility for formulating policies for joint training and for coordinating the military education of the Armed Forces. A number of Defense or inter-Service committees and boards have been established in recent years to assist certain Assistant Secretaries of Defense and the JCS in the discharge of their coordinative responsibilities. Others have been organized to provide for effective coordination of military education at the senior service college level.

48. Army officers attend the three joint colleges - the National War College (NWC), the Industrial College of the Armed Forces (ICAF), and the Armed Forces Staff College (AFSC), which are operated under the direct control of the Joint Chiefs of Staff. The NWC course curriculum emphasizes the high-level politico-military aspects of national strategy while the ICAF course curriculum centers on the management of logistic resources for national security. Both colleges are considered to provide Army students with a level of professional military education comparable to that provided at the Army War College and hence are equated to it in the Army educational system. Currently, an Army officer may attend only one. The AFSC curriculum focuses on joint and combined planning and operations, generally at theater and joint task force levels. The AFSC is not equated to any Army school in the Army officer educational pattern. Graduation from a command and staff college is a prerequisite for attending it, but graduation from it is not a prerequisite for senior college schooling.

49. A Defense Intelligence School is operated by the Defense Intelligence Agency under direction of the JCS. Most of the other joint and Defense schools and courses are operated by one of the Services under the policy direction of the Office of the Secretary of Defense. They are expanding rapidly in number, particularly in the logistics and management areas.

Navy and Marine Corps Schooling (Appendix C-2)

50. The Chief of Naval Personnel has responsibility for the individual training and education of all Navy officers except aviators and medical personnel, whose training falls under the Deputy Chief of Naval Operations (Air) and the Chief of the Bureau of Medicine and Surgery, respectively. The principal programs leading to the production of commissioned officers in the Navy are the US Naval Academy, Naval Reserve Officers' Training Corps (NROTC), Officer Candidate School (OCS), and Aviation Officer Candidate programs. These sources provide almost all of the Navy line, Supply Corps, and Civil Engineer Corps officers. The bulk of the doctors, lawyers, and chaplains are procured by a variety of special programs, including direct appointment, drafting, and subsidized professional training. The OCS program is the largest single source of officer procurement for the Navy and provides approximately 30% of the annual input. With minor exceptions, candidates must have baccalaureate degrees. The Navy Enlisted Scientific Education Program provides enlisted men an opportunity to earn a baccalaureate degree in the engineering and physical science fields and to receive a subsequent commission by attending Officer Candidate School.

51. For the most part, newly commissioned surface line officers are assigned immediately to sea duty and receive their initial training on the job. Professional education below the command and staff college level is given in schools operated by fleet training commands and type commanders. The Naval Command and Staff Course and the Naval Warfare Course, the top two levels of Navy career schooling, equivalent to the C&GSC and the AWC respectively, are conducted at the Naval War College. Unlike the Army, the Navy has an in-house capability for awarding undergraduate and graduate degrees in various engineering and scientific disciplines. In general, the Navy places less emphasis on a structured and sequential officer school system than does the Army.

52. In the Marine Corps, the Assistant Chief of Staff, G-3, is responsible for the training and education of officers except aviators, medical officers, and chaplains. The Deputy Chief of Staff (Air) has responsibility for aviation training, and the Department of the Navy is responsible for the training and education of medical officers and chaplains assigned to the Marine Corps. The Commandant of the Marine Corps Schools operates a complex of ten schools or courses at Quantico, Virginia, ranging from an Officer Candidate School to a Command and Staff College.

53. The principal programs leading to the production of commissioned officers in the Marine Corps are the Service Academies, NROTC, Officer Candidates Course, Platoon Leaders Class, and Marine Aviation Cadet programs. The Platoon Leaders Class, designed for the college student who does not enroll in an ROTC program, consists of two summer training periods of six weeks each or one of ten weeks during the summer prior to graduation. It provided almost half of the input of new officers into the Marine Corps in FY 65.

54. All newly commissioned officers except warrant officers, limited duty officers, and aviation cadets attend the Marine Basic School, after which about 65% immediately attend a course in a specialist field, while the remainder report directly to the Fleet Marine Force. Approximately half of the Marine Corps officers in an eligible year group attend intermediate level education courses corresponding roughly to career courses at Army branch schools, and a like percentage attend courses at the Command and Staff College level. Some 30% of an eligible year group attend top level educational courses at the senior Service or joint colleges.

Air Force Schooling (Appendix C-3)

55. Staff responsibility for individual training and education of Air Force officers is assigned to the Deputy Chief of Staff for Personnel.

Operational responsibility is divided among: the Air Force Academy, which provides a primary source of officers for the Regular Air Force; the Air University, which is responsible for all officer professional education and the Air Force ROTC program; the Air Training Command, which provides general military, flying, and technical training; and the Continental Air Command, which is responsible for individual training of officers of the Air Force Reserve. The primary sources of new officers are the Air Force ROTC program, which provides 30-40% of the annual input; the Officer Training School, which provides about 30%; and the US Air Force Academy, which provides about 5% of the total. The Airman Education and Commissioning Program offers selected enlisted men up to two years of undergraduate study leading to completion of a college degree, followed by Officer Training School and a subsequent commission.

56. About 12% of all newly commissioned Air Force Officers are assigned immediately to technical training, about 30% to flying training, and the remainder to units for on-the-job training. The Air Force, like the Navy, has an in-house capability for awarding civilian degrees at the Air Force Institute of Technology. The Air Force school system provides for three levels of career schooling: the Squadron Officers School, Air Command and Staff College, and the Air War College. The Air Force makes greater use than the Army of nonresident or extension courses at all levels of officer career schooling, especially for active duty officers, and in general places much less emphasis on a sequential school system than does the Army.

Education and Training in Industry (Appendix C-4)

57. The general decentralization of operations in industry is reflected in a corresponding decentralization in the operation of its education and training activities. A limited number of schools and courses are operated at corporate level and training staff assistance from that level is provided to subordinate elements as required. A few large corporations operate accredited institutions which grant degrees and provide short course training, generally in technical areas. The managerial and executive group in industry, which extends from foremen or first line supervisors to company presidents, comprises around 15% of the total company work force and may be equated roughly to the officer corps of the Army. Fifty to 75% of the annual input to this managerial group, educated in the disciplines required by industry, is recruited from the college campus.

58. Industry has less of a structured educational and training system for its managers than the Army for its officers. Training during the primary or entry management period is largely a matter between the

individual and his immediate supervisor. The motivation of an individual to improve is based on the general philosophy that "all development is self development." Generally, ability is gauged by informal observation and the record of accomplishments with regard to industry-set objectives. Employees attend schools or colleges, generally in off-duty time at their own expense or with company-furnished tuition assistance, and participate in industry-sponsored courses, seminars, and coaching sessions to develop their managerial and technical skills. The obvious advantages of increased pay and prestige given to well educated and trained individuals appear to provide the motivation required. The bulk of company-sponsored management training is given to middle management, generally in the 35-45 year age bracket. An increasing proportion of this management training is being developed and presented in-house; many large industries have exclusive management/executive schools for middle and upper middle management with carefully limited attendance. Preparation for top management positions is actually accomplished in the upper middle management courses and additional competence is developed by experience.

59. Industry considers that the following subjects, included in training programs, are of most value to managerial personnel: leadership, motivation, communications, planning, organizing, decision-making, development of subordinates, control, delegation, counseling, and creative thinking. The more traditional methods of group instruction, such as lectures, discussion groups, and case studies, are widely used. While few firms have adopted newer techniques, such as business games, decision-making methods, and sensitivity training, those that have are enthusiastic about their merits. Innovations such as closed circuit TV, computer-assisted instruction, programmed instruction, and team teaching are being tested or considered, though not to the same extent as in the Army. A conservative policy regarding innovation exists in some corporations due to an attitude that they are users rather than developers of educational techniques.

Schooling in Foreign Armies (Appendix C-5)

60. The four foreign army school systems examined by the Board - the British, French, German, and Japanese - have many similarities. The military academies of the three European armies conduct two-year courses leading to commissions. The Japanese Defense Academy conducts a four-year course; on graduation, the cadets attend an officer candidate school with other candidates direct from civilian colleges.

61. All four armies require lieutenants to attend a basic course in their own arm, which varies in length from three months for the British to a full year for the French. The three European armies send their young officers to these courses immediately after commissioning, the

Japanese after three to seven months of unit training. In all four armies, officers return to school in the grade of captain to take branch advanced courses, varying in length from three to twelve months. The British, however, regard advanced courses as specialist training rather than as a formal level of career schooling, and do not send all officers to them. In all four armies, primary importance is attached to duty with troops to provide branch qualification, and branch schools are considered only a supplement to on-the-job experience.

62. Advanced civil schooling is not stressed due in part to the fact that, with the exception of the Japanese, most officers do not possess baccalaureate degrees on entry into service. Civil schooling which is provided at baccalaureate and graduate levels is primarily in scientific and technical fields.

63. Advanced military schooling is sequential in nature and increasingly selective. In all four armies, a relatively limited number of officers (on the order of 15% to 30%) receive staff college schooling. Only the German system provides for short staff training for all those not attending the regular staff college. Joint staff schooling is a common feature of all but the German system, although there is no uniformity as to how it is accomplished. Joint schooling may be a separate sequential level (British), form an integral part of the war college course (French), or parallel the Army General Staff College (Japanese). War college schooling on a highly selective basis is common to all systems but the German. The latter has a single level of staff college which lasts two years, with plans to extend it to three. The British and Japanese war colleges are an academic year in length, while the French war college is two years long. A significant feature of all four systems is the extremely stringent examination required for attendance at the staff college or, in the case of the French, the war college. The examinations are comprehensive and involve lengthy and intensive preparation by the officer on his own time.

64. The maximum time that a successful officer may spend in formal career schooling, less precommission, specialist and civil schooling, is: British - two to three years; French - four and a half years; German - three years (soon to be four); and Japanese - five years.

SECTION V
ANALYSIS OF CURRENT SYSTEM

INTRODUCTION

65. The two preceding sections, together with their supporting annexes in Volume II of the report, developed the current system for education and training of Army officers and reviewed certain associated systems in broad outline. Between them, these sections represent a synthesis of the factual data amassed by the Board. Starting from this data base, the Board analyzed many different facets of officer education and training. Areas of investigation included those specifically earmarked in the directive to the Board and others identified by the Board in its preliminary inquiries.

66. The Board was drawn, inevitably and properly, into consideration of existing practices and problems within the Army school system and the extent to which it is responsive to current needs. However, the Board sought also to take a longer view of officer education and training and to weigh the degree to which the current system is attuned to the needs of the future. Certainly, officer career courses must do more than reflect current doctrine and teach approved practices and techniques. They should be judged not only on how well they fill the heads, but how effectively they develop the minds. The school system should not be limited to preparing officers for anticipated assignments as they exist today; it should also contribute to the shaping of the future military environment in which these officers and their successors will perform.

67. The Board is aware of the danger of equating "education and training" with "schooling," and of studying formal schooling in isolation. Other developmental programs and approaches have an obvious impact on the need for schools and courses. The Board is conscious of the values inherent in on-the-job training, counseling, performance appraisal, job rotation, directed reading, effective promotion and elimination practices, and other planned experiences which have, as an objective, the deliberate development of a highly competent officer corps. Although the focus of its study effort was on formal schooling, the Board sought to retain a balance, and, in fact, touched on some of the matters enumerated above in its investigation.

68. The Board's study revealed that some problems directly related to officer education and training cannot be separated from broader issues concerning branch functions and career patterns. These issues were addressed as necessary.

69. Since a stable officer corps is a prerequisite for a successful schooling program, the Board prefaced its analysis of education and training with a review of broad problems related to officer procurement and retention. The Board examined the Army school system horizontally by career course level and vertically by specialist or functional area. The contributions of various types of courses (career, specialist, orientation, associate, refresher, and extension) to the overall educational and training effort were examined. School quotas and prerequisites were developed and related to career patterns. Alternative patterns for the overall structure of the Army school system were weighed and the internal operations of the several schools' staffs and faculties, student bodies, instructional innovation, electives, libraries, and like subjects were examined. The Board concluded its efforts by developing a revised AR 350-5 which includes the substance of many of its proposals.

70. The Board developed the foregoing analysis in 27 separate papers, contained in Volume III of the report as appendices. They are summarized in the following paragraphs of this section.

PRECOMMISSION AND CAREER SCHOOLING

Officer Procurement and Retention (Appendix D-1)

71. The Army is encountering major difficulties in the procurement and retention of officers in adequate numbers and of sufficient quality to meet the realities of today and the challenge of tomorrow. Despite the effectiveness of the OCS program in meeting emergency needs and its value in providing a mobilization base, the Board is convinced the Army should continue to rely on the ROTC to provide the bulk of its officers, both Regular and Reserve, during the next decade. It is the least expensive of the several procurement sources and produces a college graduate in essentially every instance. Although the ROTC Vitalization Act provides scholarships to individuals as an inducement to enter the program, no corresponding financial assistance has been extended to educational institutions which support the program. Expanding college enrollment today is accompanied by a declining ROTC participation, and there is doubt that the ROTC scholarship program, in itself, will reverse this trend. Competing educational requirements have placed the ROTC program under heavy pressures. The Board is convinced that the Department of Defense should be a more active proponent of the ROTC program, and seek federal reimbursement to educational institutions for each ROTC graduate, and an additional amount for each commissioned in the Regular Army.

72. The Board is concerned over the professional competence of the Signal Corps today as reflected in the relatively low percentage of officers in that branch with appropriate academic degrees. The current regulation which relates ROTC academic majors to branches as an element in branch assignment, should be revised to reflect the

preeminent need of the Signal Corps for officers with degrees in electrical and electronic engineering. Selection processes should be modified to take cognizance of this need and assure assignment to the Signal Corps of an increased percentage of the annual ROTC graduates with majors in these areas.

SERVICE OBLIGATION OF NEWLY COMMISSIONED ARMY OFFICERS

CATEGORY	ACTIVE ARMY OBLIGATION IN YEARS	ESTABLISHED BY
<u>RA</u>		
USMA	5*	Law
ROTC - DMG	3	Sec of Army
Direct Appointment	3	Sec
<u>NON-RA</u>		
ROTC - Avn Program	3	Sec of Army
ROTC - 2 and 4 year scholarship	4	Law
ROTC - other than above	2	Sec of Army
Direct Appointment	2**	Sec of Army
Doctor/Dentist Draft	2	Law
OCS	2	Sec of Army

* Starting with class of 1968

** Normally - may be indefinite

FIG. 5

73. The two-year initial obligation of the other-than-Regular Army (OTRA) officer, indicated in Figure 5, is becoming an anachronism as the pace of technology quickens and increasing emphasis is placed on professional combat ready forces prepared for instant world-wide commitment. Assignment restrictions on two-year officers deny the Army the

flexibility it needs to cope with an increasing scope and complexity of missions. Further, the Army is spending a heavy percentage of its school funds in basic and specialist training of officers who have less than two years in which to utilize the skills required. The other Military Services require three- or four-year tours from their ROTC graduates. The Board considers it not only logical but essential, as it views the challenge of the next decade, to increase the initial period of obligated service for OTRA officers, other than drafted doctors and dentists, to three years. Some reduction in ROTC enrollments might result, but this would be far outweighed by the increase in man years inherent in the three-year tour, the even greater increase in terms of useful service, and the almost certain improvement in retention rates at the end of the obligated service period. As a counterpart to this proposal the Board considers that the initial service obligation for all Regular Army officers except USMA graduates should be raised concurrently to four years. Beginning in 1968 USMA graduates will have an initial service obligation of five years.

Training of Newly Appointed Officers and Warrant Officers (Appendix D-2)

74. Newly appointed officers enter the Active Army with wide dissimilarities in the nature and extent of their precommission military preparation. Further, they are commissioned in both the Regular Army and the Reserve in 22 different branches embracing a broad spectrum of functions, and receive a great variety of initial duty assignments within those branches. All of these factors serve to complicate initial training requirements, and have contributed to the differences in schooling currently provided newly commissioned officers as depicted in Figure 6. The Officer Candidate Schools are the only commission sources which orient instruction of a branch-material nature directly toward the duties of a second lieutenant. The Board considers that it would be both impractical and undesirable to attempt reorientation of instruction at the USMA and in the ROTC program to achieve comparable preparation of graduates for immediate assumption of junior officer duties. Basic courses presented by the several branches of the Army are the most effective means of providing appropriate training.

75. The Ranger Course develops leadership and decision-making qualities, skill in small unit operations, and self-confidence in a simulated combat environment involving sustained mental, physical and emotional stress. Its application to a counterinsurgency environment makes it of additional value today. The Board believes that Ranger training should be mandatory for all RA officers and regrets that the course does not have the capacity to accommodate the bulk of the OTRA officers as well.

CURRENT ENTRY TRAINING FOR NEWLY COMMISSIONED OFFICERS

COMMISSION SOURCE	BASIC COURSE	RANGER COURSE	AIRBORNE COURSE	SPECIAL AIR DEFENSE COURSE	SPECIALIST COURSES
USMA		All	Optional	Required for USMA officers with AD assignments	
ROTC - DMG (RA)	All	Combat arms and Military Police Corps officers required to take one, may take both courses			Approx 22% of basic course graduates attend one or more courses
ROTC (Non-RA)	All	May volunteer for either or both courses subject to availability of quotas			
OCS					

FIG. 6

76. The Board proposes that all RA officers attend a shortened basic course, six weeks in length (five for Infantry officers), and slightly abbreviated Ranger training, eight weeks in length. Instruction in the two courses should be carefully integrated to avoid overlap. All newly commissioned OTRA officers should attend a nine-week basic course. The basic course in all instances should be designed as a coaching session, emphasizing practical, "hands-on" work and field type instruction, and minimizing the use of lectures and conferences. It should focus on preparation of the newly commissioned officer for his first duty assignment and not seek to develop branch competence in depth. A two-week orientation course should be given branch transferees, RA officers joining their own branch after combat arms detail, and OCS graduates assigned to a branch other than that of the school they attended. Newly commissioned officers should not be given the option of taking airborne training unless they are being assigned to airborne duty.

77. With the exception of the four-week OCS-type indoctrination course for warrant officer pilot candidates, training is not available to assist enlisted men in their transition to warrant officer status. Warrant officers are given direct appointments and normally proceed to their initial duty assignments without further training. When training is provided, its purpose is to enhance existing technical knowledge and skills. The Board feels that the younger and less experienced but more receptive individuals now being appointed as warrant officers merit a training investment that will better equip them to face their Army career. Parallel treatment to that already accorded to warrant officer pilot candidates and proposed by the Board for all newly commissioned officers should help instill in the new warrant officer a feeling of pride and a sense of belonging as a member of the officer corps. A three- to four-week orientation course designed to impart officership skills should be established at a central location for the training of all newly appointed non-pilot warrant officers.

Career (Advanced) Courses at Branch Schools (Appendix D-3)

78. The career course is the second level of career schooling, and is mandatory for essentially all officers who remain on active duty beyond their initial tour of obligated service. It is also the highest level of career schooling for a great many of these officers, since attendance at the following levels of schooling is on a selective rather than a mandatory basis. Thus, the career course is the last opportunity to educate some 2,500 company grade officers a year to cope with the requirements of the future.

79. The present career course has as its stated objective the preparation of officers to perform command and staff duties at company through brigade level, with sufficient instruction on division organization and operations to establish branch perspective. The Board found that this assigned objective is not in consonance with the previous experience nor the future needs of career course students. The majority of these students are captains and most have already commanded companies and served on battalion or higher staffs, as shown in Figure 7. They are returning to their branch homes after an average of approximately six years of service. Generally speaking, career course students are highly motivated and enthusiastic professional officers, eager to exchange ideas and experiences. They look forward to an academic year that will extend their military horizons and prepare them for important roles in the years ahead. They expect to be challenged, not spoon-fed. It is the view of the Board that the career course must have sufficient depth and substance to be a lasting and satisfying intellectual experience for those officers. Students must be allowed to question established policies, experiment with new concepts, and try new practices, procedures and techniques. In short, they must be educated as well as trained.

PROFILE OF US ARMY STUDENT OFFICERS AT CAREER COURSES

CATEGORY	COMBATANT ARMS	OTHER SERVICES
Average Length of Service (Years)	5.7	6.4
Percent Who Had Commanded Companies	70%	43%
Percent with Staff Experience	72%	61%

FIG. 7

80. The amount of company level training given in career courses today varies up to a third of the total instruction. Considering average student background as shown in Figure 7, the Board considers that the amount of company level instruction in at least seven of the 19 career courses is excessive. The Board believes that company level instruction should not exceed 5% of the total hours in any career course, and that the objective of the course as a whole should be revised to reflect an emphasis on command at the battalion level.

81. Division level instruction in the career courses was found to be primarily of an organizational and operational nature, intended to emphasize branch responsibilities and to provide a framework for instruction in the operations of branch units. Little pure or applicatory instruction is given in the functioning of the general staff. Most career course graduates who receive no further schooling will ultimately assume general staff duties. Further, 62% of the officers who are selected for additional schooling will serve on a general staff during the average five-year period before entering the C&GSC. These career patterns impose a requirement to include in the career course sufficient instruction in the functions of the general staff to prepare the graduate for service on a division staff as an assistant to a principal staff officer.

82. Certain adjustments in career course curricula and administration also appear warranted. Course lengths of the 19 career courses vary from 22 to 37 weeks -- more than differences in branch functions or course objectives would appear to justify. Further, an average of about 45% of each career course is devoted to common subjects, a great many of which could be learned better on-the-job or in unit schools. A need for substantial reduction in the training for nuclear weapons employment (prefix-5) qualification is also apparent, in that 60% of the total cumulative Army requirement is being produced each year.

On the other hand, most schools devote inadequate time to stability operations, staff writing and oral presentation, maintenance management (as opposed to maintenance training), and certain new areas of military interest such as operations research/systems analysis and automatic data processing.

83. An overlap in course content between basic and career courses was found to be common to all schools, although most pronounced in the Artillery due primarily to the previous orientation of the students in air defense or field artillery. The Board considers this refresher type instruction should be eliminated from the core curricula and offered on a "remedial" basis only to students who require it. All branch schools today utilize various statistical profiles, questionnaires, records, and tests to determine the experience level of incoming students. They analyze and compile the data gathered, but do not "tailor" the courses to reflect student experience. Officers highly qualified in a particular area are grouped with the less experienced. The schools accept this condition on the basis that the informed student becomes an "assistant instructor." This philosophy misses the point that the officer will receive little benefit from this portion of the course and will tend to lose interest. The Board is convinced of the necessity for crediting officers for segments of the curricula in which they have had extensive prior experience, and for instituting a broad elective program in the career courses as described in detail later.

84. As a means of insuring that all students share a common background of knowledge, the Board considers that successful completion of a preparatory extension course should be made a prerequisite for attendance at the career course. Officers should start this preparatory course after approximately 30 months of service. In addition the Board agrees with the Williams Board that all career officers of the Active Army, regardless of component, should attend a single-type comprehensive branch career course, and that associate career courses should be discontinued. As a matter of terminology, the use of "career course" as both a specific and a generic term is often confusing; all four levels of sequential schooling, not just one, are career courses. The Board considers that the confusion should be eliminated by a return to the name "advanced course" for this level of schooling.

Command and Staff College Schooling (Appendix D-4)

85. The US Army Command and General Staff College (C&GSC) traditionally has been the keystone of the Army educational system in the tactical application of combined arms and services. Its instruction has focused on preparing officers for duty with the Army in the field. The C&GSC provides the third level of officer career schooling and is

an essential part of the career pattern of those officers destined to attend senior service colleges and to fill top level command and staff positions. For over two-thirds of its graduates, however, the C&GSC is the final stage of professional military schooling. Annually it produces almost 1,300 Active Army graduates who have undergone a vigorous and demanding educational experience. A Leavenworth education is recognized throughout the world as the hallmark of military professional competence.

86. The profile of the students who enter the C&GSC attests to the care with which they were selected. They have an above-average and rising civilian educational level as indicated in Figure 8. A significant percentage of them have served in divisions or higher organizations and have had combat experience. The C&GSC course should be responsive to and exploit fully the students' experience and capabilities.

**PROFILE OF US ARMY STUDENT OFFICERS AT CGSC
REGULAR COURSE**

	CLASS YEAR	
	1965	1966
Average Length of Service (Years)	11.6	11.7
Number With College Degrees	81%	88%
Number With Experience at Division Level or Higher	62%	60%
Number With Combat Experience	45%	34%

FIG. 8

87. The current military environment includes a wide range of high level commands and organizations that are not within the structure of the Army in the field, and which have growing demands for C&GSC graduates. To serve successfully in future assignments, graduates must be versatile and knowledgeable not only in the operation of the Army in the field but also in the non-tactical organizations in which many of them will spend much of the remainder of their careers, i.e. the Department of the Army,

combined and joint staffs, the Continental United States operating base, and a multitude of new organizations such as the Army Materiel Command, the Combat Developments Command, the Defense Supply Agency, and the Defense Intelligence Agency. In 1965, about one-third of the regular course graduates went directly to assignments in such organizations, and it can be assumed that the remainder eventually will serve in similar positions.

88. In light of these requirements, the Board believes that the mission of the C&GSC should be expanded to include responsibility for preparing its students to serve in the total military environment, although the primary focus of the course should remain clearly on the Army in the field. The course objective and the curriculum should be revised accordingly. Flexibility for curriculum revision should be acquired by the shift of instruction in general staff functions and division level fundamentals to the advanced courses, the mandatory participation of all career officers in a preparatory C&GSC extension course, and the establishment of an elective program within the curriculum. The graduate study program should be continued for selected officers, within the framework of the elective program to the maximum extent possible; and the Department of the Army should seek legislative authority for the C&GSC to grant the degree of Master of Military Art and Science for successful completion of this program.

89. All Services but the Army today equate the AFSC with their command and staff level courses and rarely send graduates of those courses to the AFSC. Army officers who attend the AFSC receive a considerable amount of instruction which duplicates what they have already learned at the C&GSC. The expanded scope of instruction in the branch advanced courses, the mandatory participation in the C&GSC extension course, and prior staff experience should qualify selected Army officers to meet AFSC requirements without prior attendance at the C&GSC. The Board considers that for purposes of Army officer career progression, attendance at command and staff colleges and the AFSC should be equated and Army officers normally should attend only one.

90. The Board considers that Active Army officers should attend only the regular course at the C&GSC, and that the associate course should be discontinued and replaced by a mobilization course designed specifically for Reserve Component officers as described later. The regular course should continue at the current length of 38 weeks with the student input increased from its current level of 750 to the maximum capacity of 1,344. To expand the Army's base of officers with command and staff schooling, the Board proposes that all Active Army officers who do not attend the C&GSC resident course be required to complete the C&GSC extension course by the end of their fifteenth year of service.

Senior Service College Schooling (Appendix D-5)

91. The Army War College (AWC) is the capstone of the military educational system in the art of land warfare, and provides the final stage of professional military education for the relatively few highly selected officers whose potential has identified them as the Army's future senior commanders and staff officers. Of the 280 Active Army officers who attend senior service colleges annually, 58% attend the AWC, while the remainder are apportioned among the four other senior service colleges and equivalent institutions in certain foreign countries. Although each of the Services emphasizes its separate area of interest, the level of professional military education is comparable.

92. The profile of the students attending the AWC reflects an impressive and rising level of civilian education with almost one-half of the students having a Master's degree. A consistently high percentage of them have commanded battalion or higher units and served on high level staffs. The AWC course must challenge these potential general officers and enhance their already considerable capabilities.

PROFILE OF US ARMY STUDENT OFFICERS AT AWC

	CLASS YEAR		
	1964	1965	1966
Average Length of Service (Yrs)	20.2	20	20.3
Number with Baccalaureate Degrees	83%	86%	93%
Number with Masters Degrees	28%	38%	49%
Number with Command Experience Bn or Higher	70%	66%	73%
Number with Staff Experience DA or Comparable	89%	89%	86%

FIG. 9

93. The AWC curriculum today is directed more toward general military education than toward a specific area or level of Army

expertise. Although the AWC must prepare its graduates to perform in the broad environment of the total Military Establishment, the Board believes that the Army's role, doctrine and operations should comprise the primary theme of the course, against an appropriate background of national strategy and the joint and international environment. Student research papers should carry out this theme and be limited to military subjects of direct interest to the Army. Expanded use should be made of the case study method in committee problems. To fill a gap in currently assigned doctrinal responsibilities, the AWC (through its Institute of Advanced Studies) should be charged with developing concepts and doctrine applicable to the theater army. In view of the advances in space technology and the certainty that the Army's involvement in space activities will increase within the next decade, the Board considers it appropriate to assign responsibility to the AWC for assisting in the development of Army concepts in this area. The Board has used the term "terraspatial", in the absence of an appropriate existing term, to identify Army operations in the space environment. The AWC mission and course objective should be restated to reflect the considerations indicated above.

94. To enrich the curriculum at the AWC and to provide for specialization in depth, the AWC should introduce an elective program in the 1967-68 academic year. A preliminary evaluation by the AWC indicates that about 10% of the curriculum hours could be devoted to an elective program. Electives offered at the AWC should be designed to stimulate intellectual endeavor and to add significantly to the students' professional knowledge. With the exception of one Department of State representative, the AWC faculty is military. The Board is of the opinion that the faculty should be augmented with several professors on sabbatical leave or by contract arrangement. It is visualized that they would, in conjunction with the military faculty, give a portion of the AWC lecture program and assist in conducting an elective program. The military faculty should include officers who are specialists in such areas as research and development, logistics, operations research/systems analysis, and project management. As a general rule, officers should not be assigned to the AWC faculty unless they have had an intervening tour of duty after graduating from a senior service college. To increase its faculty research and curriculum improvement effort, particularly in the preparation of case studies, the AWC should be given four additional military faculty spaces.

95. The Board is of the opinion that there is a need for an AWC extension course program. Many dedicated Army officers who are not selected for the resident course could enhance their military professionalism and their value to the Army by participating in an AWC

extension course. The Board visualizes that the AWC extension course program should consist initially of selected courses from the AWC curriculum, with an eventual goal of a complete extension course paralleling the resident course. The program should be open to both Active Army and Reserve Component officers. Although successful completion of the AWC extension course should not be equated to completion of the resident course, it should be recognized with a diploma in its own right, and recorded on the Officer Qualification Record (DA Form 66).

96. The Board gave close attention to the desirability of continuing a graduate study program at the AWC. Under current arrangements, the AWC is affiliated with the George Washington University (GWU) for student participation in a program leading to a degree of Master of Science in International Affairs. The Board considers that the AWC curriculum, with the elective program previously proposed, should be sufficiently challenging to warrant the full-time attention and effort of the students. The curriculum should not be eroded by extracurricular efforts to obtain an academic degree in a non-military area, nor be compromised through inclusion of material to satisfy academic credits. The Board considers that, unless appropriate modification can be made which will eliminate the conflict between the AWC course and the GWU program, the graduate study program at the AWC should be discontinued.

Electives in the Army School System (Appendix D-26)

97. Although officer students at Army schools differ widely in their intellectual capacities and experience, the Board found that the Army school system does little to adjust its teaching to these individual differences. The result, particularly at the career (advanced) course level, is all too often a fixed curriculum, in which all students take exactly the same subjects, directed at the lowest common denominator of the class. The Board believes that intellectual challenge, diversity, and an opportunity for study in depth can be introduced into Army career courses if core curricula are supplemented by elective subjects, appropriate to course objectives, from which the student can choose according to his needs and interests. From the standpoint of the school, an elective program provides flexibility in scheduling and a means of introducing new subjects rapidly. From the standpoint of the Army at large, it offers the possibility of stemming the growth of specialist courses by giving different groups of students a specialist's knowledge in given areas without requiring that they attend specialist courses. Electives also appear to have particular application to the Artillery career course in reducing overlap in the instruction of field artillery and air defense officers.

98. The Board considers that electives should be offered as an integral part of the curriculum, as well as a supplement thereto in the form of extracurricular subjects on a voluntary basis. Three categories of electives are proposed: local, common, and progressive. Local electives, established by individual schools under their independent control, would exploit or supplement student experience, provide provocative educational material, or meet a limited specialist requirement. Common electives, established by CONARC at two or more branch schools, would be an extension of the common subjects concept, designed to introduce new subjects or emphasize existing ones. Progressive electives would be established by DA, under the proponentcy of the C&GSC, at two or more levels of career schooling and offer related subject matter which would be more demanding at successive levels. A student enrolling in a progressive elective, such as automatic data processing or operations research/systems analysis, would begin by taking a common elective in this subject at the advanced course and then take the same elective at C&GSC and the AWC, each time in increasing depth. The basic course is considered to be so closely job-oriented and compact that no portion of the course could logically be made elective.

99. Where electives are offered as an integral part of the curriculum, the student should be required to take certain subjects (the core curriculum) and to choose a specified number of other subjects from a list of electives. Credit for some fundamental subjects may be given on the basis of qualifying or validating examinations, freeing the student to take an elective in their place. Other students may be required to take remedial subjects as electives, while foreign officers should be encouraged to take fundamental military subjects oriented toward their specific needs. For the most promising and industrious students, extracurricular work may be offered on a voluntary basis. Under these conditions, the Board considers that local and common electives could be introduced into the Army school system for academic year 1967-68. Due to the greater complexity of structuring progressive electives, the Board believes that a pilot model of a progressive elective in Communicative Arts should be incorporated at successive levels during the period 1967-73.

OTHER MILITARY SCHOOLING

Specialist and Orientation Courses (Appendix D-6)

100. The term "specialist course" is used in this report to refer to a course given for the purpose of preparing the student for immediate utilization in a skill or specialty. Successful completion of such a course should normally result in the award of an MOS. The Board

considers that the distinction which current regulations make between specialist and functional courses is without real significance, and has therefore grouped them into a single category. The orientation courses discussed in succeeding paragraphs are those given to senior officers as opposed to introductory courses given in branch schools. Army officer attendance at specialist/orientation courses in the above context is high, as indicated in Figure 10.

ARMY OFFICER ATTENDANCE AT SPECIALIST/ORIENTATION COURSES FY 1965

SCHOOLS	NUMBER COURSES	ACTIVE ARMY OFFICERS	RES COMP OFFICERS	TOTAL
Branch (22)	161	14,079	2,002	16,081
Specialist				
CONARC (7)	36	7,067	930	7,997
AMC (3)	62	1,038	607	1,645
DA (2)	27	955	11	966
TOTAL	286	23,139	3,550	26,689

FIG. 10

101. Through the addition of new functions, techniques, and materiel, the Army experiences changes in requirements for the number and types of specialist/orientation courses. The Army school system must be immediately responsive to an established need for new courses, although it should give concurrent consideration to possible trade-offs in the elimination of old courses. To date, the Army school system has proven more adept at adding new specialist/orientation courses than in cancelling old ones. Some functions, initially performed by specialists, eventually should be absorbed into the career pattern of one or more branches, thereby reducing or eliminating the requirements for specialist courses in those functions. Further, orientation courses for senior officers should be eliminated when career courses include progressive schooling in the areas for which the orientation courses were designed. The Board believes that natural tendencies toward the growth of non-career type courses and toward their perpetuation could be sharply curtailed through tighter control of the school system.

102. Specialist courses by their very nature should present strictly job-oriented training. In most cases, they teach a "perishable skill" which demands immediate use to fix it firmly and insure

retrievability. An officer attending a specialist course should be assigned or under orders to a position specifically requiring use of the training offered. The directive establishing a specialist course should define precisely its objective, scope, and prerequisites, with particular reference to MOS, job title, or organizational and grade levels toward which the course is focused. Currently authorized grade spreads of students are generally too wide and should be narrowed in the interests of more effective instruction. Although orientation courses are not job-oriented to the same degree as specialist courses, they should be related clearly to command, staff or academic responsibilities at specific levels. Once course prerequisites are established, the directors of the school system should require much greater adherence to them than at present, even if this causes shortfalls in course quotas. Inflated requirements for courses may result from admission of students without necessary qualifications and a proven need-to-know.

103. The Board's investigation disclosed that the majority of officers attending CONARC specialist courses were second lieutenants, serving a two-year obligated tour. Approximately 75% of the officers who attended a branch-immaterial Organizational Maintenance Course at Fort Knox and nearly 70% who attended a similar Communications Officer Course at Fort Sill during FY 65 were in this category. Although the objectives of these two courses are not clearly delineated, they are designed to produce battalion and higher level maintenance and communications officers. Unless the Army, despite its acute officer shortages, is able to increase the attendance of career officers at these courses, materiel readiness and tactical communications competence will continue to suffer from loss of the bulk of school-trained officers after only a short period of active duty.

Associate, Refresher, and Extension Courses (Appendix D-7)

104. Associate Courses. Although associate courses were originally designed to accommodate the military educational requirements of Reserve Component officers unable to attend the longer regular courses, these courses are attended today primarily by Active Army officers, as indicated in Figure 11. There is cause to question the validity of the current concept of conducting both regular and associate courses at branch school and C&GSC levels. The present associate courses are not responsive to the requirements of Reserve Component officers, most of whom complete their career schooling through extension courses or US Army Reserve schools rather than at Active Army schools. Neither do they meet the needs of Active Army officers as the Board visualizes them at these important career levels. They are, in fact, hybrid courses whose only stated objective is "to increase the output of officers." The Board sees no professional reason for their

continuance in their present form. Instead, they should be refocused on the preparation of Reserve Component officers to assume their duties under partial or total mobilization. The present associate career and C&GSC courses should be reduced to their mobilization content and conducted during peacetime for Reserve Component officers not on active duty, in a combination of resident and nonresident instruction or as nonresident instruction alone. The mobilization basic course should be identical in content with the nine-week basic course for Active Army officers; the mobilization advanced course should prepare Reserve Component officers for branch command and staff positions at battalion and brigade; and the mobilization course at the C&GSC level should prepare these officers for general staff duty with the Army in the field. In time of mobilization, these courses should be given to all components on a resident basis.

**OFFICER ATTENDANCE
BRANCH CAREER AND CGSC COURSES
FY 1965**

CAREER				ASSOCIATE CAREER			
ACTV ARMY	RES COMPS	FOR	OTH SVCS	ACTV ARMY	RES COMPS	FOR	OTH SVCS
90%	2%	7%	1%	63%	27%	9%	1%
C&GSC				ASSOCIATE C&GSC			
86%	0%	11%	3%	76%	18%	6%	-

FIG. 11

105. Refresher Courses. Officer refresher courses are currently authorized by CONARC directive to be conducted by branch schools at three different levels: grade-unspecified, company grade, and field grade for both Active Army and Reserve Component officers. The grade-unspecified type of course is not directed towards a specific career objective and hence lacks focus in course content. The Board found no requirement for a company grade refresher course; no Active Army officers currently attend such a course and the few Reserve

Component officers who do should more logically be enrolled in a career extension course to qualify for promotion to major. The field grade refresher courses do serve a useful purpose for officers of all components who have been away from troops or branch schooling for some time and need to be brought up-to-date on branch subjects before returning to battalion or brigade duty. The board also found justification for the courses conducted at the C&GSC for the staffs of large Reserve Component units. The Board concludes that these C&GSC refresher courses should be continued, but that branch refresher courses should be restricted to those specifically designated for field grade officers.

106. Extension Courses. Another means of career schooling is the Army Extension Course Program, used today primarily by Reserve Component officers in completing educational requirements for promotion, as indicated in Figure 12. A precommission extension course is also offered. Except for the basic course, which is completely nonresident, career extension courses can be completed through a combination of resident and nonresident instruction or as nonresident instruction alone. The Board considers extension courses are a valuable and economical substitute for the more desirable resident courses, and believes that this educational technique warrants fuller utilization by the Active Army. Mandatory preparatory extension courses at the advanced course and C&GSC levels and a voluntary extension course at the Army War College level have already been discussed above. The encouraged use of extension courses should give added depth to the Active Army educational base with a minimum increase in costs.

ENROLLMENT IN ARMY EXTENSION COURSES FY 1965

	ACTV ARMY	RES COMPS	OTH SVCS	FOR OFFS	CIVS	
* Basic	18.9%	77.7%	1.2%	2.2%	-	100%
Career	9.1%	89.4%	.5%	1.0%	-	100%
** C&GSC	27.9%	65.1%	-	7.0%	-	100%
Special	22.3%	32.6%	7.7%	1.3%	36.1%	100%

* Active Army EM and WOs.

** Includes Preparatory and Refresher as well as full Extension Course.

FIG. 12

SELECTION FOR MILITARY SCHOOLS

Prerequisites, Requirements, and Quotas for Service School and College Attendance (Appendix D-8)

107. Prerequisites. Attendance at branch basic and career (advanced) courses is mandatory for essentially all officers, and in the opinion of the Board should remain so. Although the great bulk of career (advanced) course students are captains with about six years' service, as pointed out above, some classes include lieutenants with three years' service or majors with seventeen. To insure homogeneity of the class in general age and experience, the Board believes that attendance at the career (advanced) course should be restricted to captains between the fourth and ninth year of service, except in special cases such as the Army Medical Corps. Similarly, the Board considers that for career balance and timing, only majors and lieutenant colonels with nine to fifteen years of service should attend the C&GSC. Since the Board has proposed equating attendance at the AFSC with attendance at the C&GSC, prerequisites for the two should be the same. The Board considers that prerequisites for the senior service colleges are sound, to include the requirement for prior graduation from C&GSC, although waiver of this requirement should be liberalized. Under the Board's proposal, attendance at AFSC will also satisfy this requirement for an additional 160 officers a year.

108. Selection Procedures. The number of personnel files involved in selecting officers for the C&GSC and AFSC makes it impractical for this level of selection to be other than by career branch, a process which appears to have been fair and workable to date. The reduced number of officers eligible for senior service colleges permits selection by two boards which have no branch affiliation. The Board is concerned, however, that the career branches currently have no influence on the selection process at the senior service college level, and feels that they should be empowered to place before the final board limited numbers of branch nominations of officers who were not selected by the first (screening) board.

109. Requirements. Any statement of the Army's requirements for C&GSC and senior service college graduates is necessarily an arbitrary one, based on desires for both quantity and quality. The Board feels that selectivity is an inescapable feature of higher education, whether civilian or military, and that higher military schooling should continue to be given only to those individuals who show the greatest future potential. The current rate of output of the senior service colleges appears to offer sufficient selectivity

to insure excellence, while providing adequate volume from which to draw senior staff officers and potential general officers. The Board considers that the Army has a requirement for a stockage of approximately 15,000 command and staff level graduates, a goal which is within the capability of the present system to produce if the AFSC is equated to the C&GSC.

110. Quotas. The Board found the subject of branch quotas for the C&GSC to be a highly controversial issue, since attendance at this level of schooling is such an important factor in any officer's career. Criticism of the present quotas centers about the apportionment, recommended by the Williams Board, of 65% of the total class spaces to officers of the three combatant arms, who make up

PROPOSED QUOTAS TO C GSC AND AFSC

BRANCHES	C&GSC	AFSC
Inf, Arm, Arty → Engr, Sig, AIS → Chem Ord QM TC MP AMEDS JAG Chap AG Fin WAC Other Mil Svcs	65% 20% 15% Fixed total of 96 (1 per work group)	75% 25% 2 per branch 1 per branch (Chap 1 ea 3rd yr) None N/A
Foreign Officers	Fixed total of 80	N/A
Reserve Components	Fixed total of 8	None
TOTAL	1,344	160

FIG. 13

only about 55% of the officers eligible to attend; and the apportionment of the remaining 35% of the spaces to the other arms and services. After careful and detailed consideration of the many factors involved, the Board reaffirms the traditional philosophy employed in allotting quotas to the C&GSC: i.e., that priority for attendance should be given to those for whom the instruction has direct application, rather than to those for whom it is largely a valuable orientation on the functions of others. With this as a basis, the Board feels that the branches may be grouped according to their potential direct use of the instruction given, as follows: Infantry, Armor, Artillery; Engineers, Signal Corps, Army Intelligence and Security; technical services and Military Police Corps; professional services (Army Medical Service, Judge Advocate General's Corps, Chaplains), Finance, and Adjutant General's Corps; and Women's Army Corps. The Board proposes that the total quota for the last two groups and for officers of the other Military Services be based on having one representative in each of the 96 work groups which will make up the all-regular course previously discussed. After deducting the spaces currently allotted for foreign officers, the remaining spaces should be apportioned 65% to the three combatant arms, 20% to the Engineers, Signal Corps, and Army Intelligence and Security Branch; and 15% to the remaining branches. The same order of priority, as adjusted to reflect the proportion of Army positions by branch in joint and combined headquarters, should be used in establishing quotas for attendance at AFSC. The resulting proposed quotas for C&GSC and AFSC are shown in Figure 13.

SPECIFIC AREAS OF INSTRUCTION

Training in Command Responsibilities and Functions (Appendix D-9)

111. It is incumbent upon any review of the Army educational system to insure that the pressure for instruction in peacetime activities does not degrade the fundamental task of developing operational command capability in the officer corps. In an effort to emphasize command throughout the Army school system, however, regulations and directives have used the term indiscriminately and, in many cases, inappropriately. The Board found it impossible to review "the adequacy and appropriateness of training in command responsibilities and functions," as charged, without first identifying the elements of command and relating them to branch requirements. Since the terms leadership, management, and command, are often used interchangeably, the Board sought to distinguish between them.

112. Leadership, as used in the Army, means the face-to-face type of direction exercised at lower organizational levels while

command implies the complete control exercised at higher levels. Thus, one refers to squad and platoon leaders but to company and battalion commanders. Generically, leadership is a broader term than command and is related to personal attributes, motivation or character. The Army has neither a requirement nor an opportunity for an officer who is not a leader.

113. Management can be defined as the process of establishing and attaining objectives to carry out responsibilities. Management is resource-oriented and often related to a particular skill or group of skills, such as personnel management, materiel management, or financial management. It implies the exercise of authority with circumscribed responsibility. Since management involves the direction of people as well as functions, leadership is basic to it.

114. Command, which is the exercise of authority with complete responsibility, includes both leadership and management, but goes beyond either. Clearly leadership skill is fundamental to command competence. Resource allocation is a function of command and the successful commander must be a skillful manager. In contrast to the individual requirement for leadership throughout the officer corps, the requirement for command varies widely between branches. Some branches provide essentially no opportunities for command, and an officer's career in those branches is devoted primarily to staff and management.

115. Leadership training is a fundamental requirement for all officers, regardless of branch, and should be included in all basic courses. Current regulations should be amended to emphasize leadership in the course objective. On the other hand, since different branches have different needs for command and management training, command training should be emphasized in the career (advanced) courses of branches with major command responsibilities, while management training in depth should be provided in the courses of branches with little command opportunity. This concept is at variance with the stated purpose of the career course in current Army regulations, which highlights command on an across-the-board basis; but reflects the instruction which actually is being conducted by branch schools today. School reports to the Board characterize their instruction roughly as shown in Figure 14, which clearly indicates the relative emphasis placed on management training by resource-oriented branches, and the emphasis on command by the combatant arms. In the view of the Board, the trend evolving in the school system properly reflects the balance of training between command and management.

COMMAND AND MANAGEMENT TRAINING IN BRANCH SCHOOLS

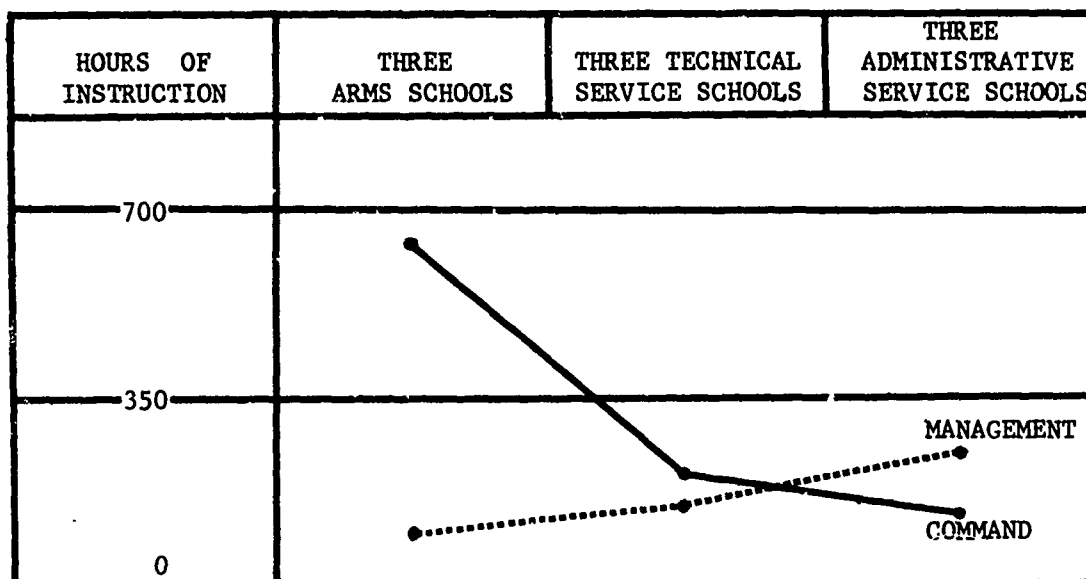


FIG. 14

116. The Board considers that Army training and education must ingrain in the officer corps a clear understanding that command encompasses total responsibility to and for the units commanded. The discipline, esprit, training, and support of a unit as a fighting force; its character as a community, wherever stationed; the well-being of its individual members; and, above all, its effectiveness in accomplishing its mission within the resources provided and with minimum loss, rest squarely upon the commander. Command responsibility cannot be delegated, fragmented, or shared. The officer corps must keep clearly in mind that the purpose of a military force is to prevail in conflict. Although the assignment of many officers may be geographically remote from the arena of combat, the end result of their endeavors must be to support combat commanders.

Management Education and Training (Appendix D-10)

117. The Board examined management training under the categories of general management, personnel management, financial management and comptrollership, installation level management, and managerial analytical techniques. Training in management subjects in industry and the federal government has been marked by spiralling increases during recent

years, and a similar trend is reflected in the Army in such schools as the Army Management Engineering Training Agency (AMETA). In the past five years, courses at this school have increased by 50% and the student load by almost 300%, with a resident student attendance of 9,000 programmed for FY 67.

118. The Board found that training in management subjects currently provided at the different levels of officer career schooling is not sufficiently specific. Financial management instruction is too often treated theoretically in short lectures, rather than directed toward practical examples of the type of financial activities the student is likely to encounter. Personnel management instruction frequently concentrates on broad principles, neglecting instruction in enlisted personnel matters and other job-oriented personnel procedures and techniques. The Board considers that management training in functional areas should be reoriented to cover specific Army problems. For officers who are interested in more advanced management, the subjects of general management, personnel management, and installation management could be offered as electives at selected branch schools and the C&GSC.

119. Specialist training in management subjects has been characterized by a plethora of short, fragmented courses, presenting single-subject instruction for periods as short as three hours. While popular because of minimal absence from the job, these courses lack depth, and are difficult to structure for progressive career development. The Board considers that related short courses, particularly those of a week's duration or less, should be consolidated and presented as single, cohesive courses, geared to specific career needs, rather than as general exposure to new ideas.

120. The advanced management courses at civilian institutions, such as Harvard and Pittsburgh Universities, enhance the general management competence of senior Army officers and develop, between military and civilian participants, a fuller understanding of each other's problems. Continued attendance at these courses is desirable, although the Board considers that an in-house capability to present managerial courses of this nature should be established within the Army to reduce dependence upon outside schooling. The tailored course at Syracuse University in military and industrial management and comptrollership, with its associated research program, is directly responsive to Army requirements and should continue to be supported. In order to improve identification, progressive development, and retention of qualified comptroller-trained officers, the Board considers that a Comptroller specialist program should be established under the direction of the Deputy Chief of Staff for Personnel in coordination with the Comptroller of the Army.

Operations Research/Systems Analysis Education and Training (Appendix D-11)

121. Command and management decisions relating to a wide variety of Army activities can be facilitated and improved by application of operations research (OR) and systems analysis (SA) techniques. The systematic OR/SA approach is essentially an extension of the estimate of the situation, with analytical tools added to sharpen the ability to discriminate among alternatives and to provide a more rigorous evaluation of evidence and assumptions. It is a tool of the generalist who will be called upon to make fundamental decisions involving strategy and tactics, operational and support concepts, weapons systems, and force levels. Specialized training should include statistics, gaming, waiting line theory, studies of cost effectiveness, models, engineering and other related disciplines. The US Military Academy provides cadets with a solid base for advanced OR/SA education. At present there is little OR/SA training conducted in branch career (advanced) courses, while the C&GSC and Army War College include some OR/SA instruction in decision-making and war gaming. Army officers currently are attending post-graduate courses in OR/SA at seven universities, the Naval Postgraduate School, the Air Force Institute of Technology, and the Institute for Defense Analysis.

122. Current resources and educational programs do not meet Army requirements for officers trained in OR/SA. Whereas a total of only 50 officers have participated in OR/SA graduate training in the 10 year period since 1955, the Army Educational Requirements Board recently validated 116 position requirements for officers with degrees in this field, principally in the grades of colonel and lieutenant colonel. A more appropriate grade structure should be established to include an adequate number of identified junior officer positions. The Board considers that officers receiving initial specialist level training should be between their fourth and eighth years of service, and that senior specialist positions should be filled on a reutilization tour basis. The OR/SA specialist program should be formalized under the direction of the Deputy Chief of Staff for Personnel in coordination with the Assistant Chief of Staff for Force Development, and the annual input into OR/SA graduate schooling increased from this year's 35 to 60 captains and majors. The Board considers this schooling should be concentrated at a limited number of universities which agree to tailor graduate programs to meet Army requirements.

123. In addition to specialist training the Board proposes two levels of OR/SA instruction in the career schools, with the C&GSC the proponent agency:

a. Executive level training, which develops a practical working skill and the ability to evaluate professional OR/SA work. The requirement for this training should be met by a progressive elective program in which approximately twenty percent of the combat arms and technical service officers in career schools participate.

b. Familiarization with the OR/SA approach, requiring at least to 24 hours of class time for all students in all branch career (advanced) courses.

124. A major limitation on these objectives is the present lack of suitably trained officer teachers. However, the Board considers OR/SA contractors and traveling groups could supplement school resources until an in-house capability is established. On-the-job training should also be exploited by assigning officers to work with civilian agencies and universities on OR/SA studies.

Automatic Data Processing (ADP) Training (Appendix D-12)

125. The explosive growth of ADP, currently requiring the expenditure of 17,500 man years annually in the Army, will probably continue unabated in the foreseeable future. Requirements for ADP personnel already exceed available trained resources and are expected to double within five years. New developments in computers and ancillary equipment, together with new systems applications, will affect the full spectrum of Army operations and bring many new officers, including those in the combat arms, into ADP assignments. The broader ADP base needed in the officer corps requires increased ADP instruction in the core curricula at each level of career schooling, and the introduction of a progressive ADP elective program at selected branch schools, the C&GSC, and the AWC.

126. Despite extensive use of ADP specialist courses, attendance is normally handled on a random, non-sequential basis. Courses frequently overlap, and subject emphasis in comparably titled courses varies widely. None of the courses develops well-rounded ADP officers qualified to assume full responsibility in major ADP assignments. While the proliferation of these courses is probably necessary to meet the backlog of current training requirements, it would be desirable to concentrate common-type specialist training at a single Army facility. Current difficulties in attracting and retaining qualified ADP officers could be overcome partially by the establishment of a formal ADP specialist program under the direction of the Deputy Chief of Staff for Personnel in coordination with the Special Assistant for Army Information and Data Systems.

Logistics Education and Training (Appendix D-13)

127. Logistics education and training in the Army are being altered and realigned to keep pace with the increasing functionalization of the technical services. Increased emphasis on logistics instruction will be required until all echelons are thoroughly familiar with the newly approved functional doctrine and organization. The major part of this emphasis at branch schools should be given to supply and maintenance at field levels. Career (advanced) courses at

technical service schools should include a brief introduction to producer logistics. Graduates of the advanced courses at the Quartermaster, Ordnance, and Transportation Schools should be prepared to command ROAD and COSTAR battalions in functional fields appropriate to their respective branches. Until results from Army school instruction covering the new logistics doctrine become evident at all levels of the Army, organizations will have to rely primarily on unit schools or on-the-job training to fill the gap. The continuing need for both functional and commodity specialists should be met by specialist courses in branch and other Army schools.

128. The Logistics Officers' Program (LOP), designed to develop highly trained career logisticians for the Army, needs additional high level impetus and direction to assure its success. The Board considers that current regulation on the LOP should be revised to specify cooperative action by the Deputy Chief of Staff for Personnel (DCSPER) and the Deputy Chief of Staff for Logistics in the derivation of policy, selection of participants, and designation of positions for the program, in the same manner as the cooperation between the DCSPER and the Chief of Research and Development is currently provided for with respect to the Research and Development Specialization Program. The Board also believes that participants in the LOP who are selected for senior service college should attend the Industrial College of the Armed Forces (which the Board believes might more appropriately be redesignated the National Security Resources College).

129. The Army Materiel Command (AMC) is currently responsible for producer logistics instruction and doctrine and operates three schools with missions primarily addressed to this function: the Army Logistics Management Center (ALMC), the Army Management Engineering Training Agency (AMETA), and the Joint Military Packaging Training Center (JMPTC). The imprecise missions of the three institutions and the rapid growth of their courses have resulted in considerable overlap and duplication. The Board considers that this situation should be corrected by the consolidation of the three schools. In addition, the Army Management School (AMS) under CONARC command conducts a single course, Army Installation Management, which is similar to a course of shorter duration conducted at ALMC. These two courses should be combined at ALMC and conducted in a manner responsive to CONARC requirements as well as those of AMC. The Board proposes the redesignation of the ALMC as the Army Resources Management Institute (ARMI), including all activities now performed by ALMC, AMETA, AMS and JMPTC, to provide instruction in producer logistics and related management areas. This action will allow the disestablishment of AMETA, AMS, and JMPTC. The ARMI should then be designated the proponent school for all logistic and management fields for which AMC is responsible.

Counterinsurgency Training (Appendix D-14)

130. As the leader in carrying US military assistance abroad, the Army confronts growing commitments during the next decade for stability operations in developing nations. Expanding commitments to counterinsurgency are accompanied by expanding requirements for training in civil affairs and civic action, customs and cultures, languages and areas, and psychological operations. The Board finds that current deficiencies in counterinsurgency training include attempts to apply conventional procedures to situations for which they are not adapted. While instruction in the expectations of emerging nations and the theory of Communist insurgency is of value, applicatory exercises are needed to bring counterinsurgency training to the practical level by adapting branch functions and techniques to the environment of stability operations. More Army officers with personal experience in confronting the problems of emerging nations should be assigned to school faculties.

131. While responding to growing requirements, the schooling system for Army officers should reflect balance between progressive career schooling and specialist training. Development of generalists in counterinsurgency does not meet the need for specialists. Probable future commitments to stability operations demonstrate the need to attract officers into a consolidated specialist program, broad enough to establish a climate of intellectual challenge and career opportunity. The Board considers that the Foreign Area Specialist Program should be modified and enlarged, and absorb the present Civil Affairs Specialist Program. Renamed the Foreign Studies Specialist Program (FSSP), it should include training in languages, regions, psychological operations, civil affairs, and related activities. The FSSP should operate under the direction of the Deputy Chief of Staff for Personnel in cooperation with the Deputy Chief of Staff for Military Operations and the Assistant Chief of Staff for Intelligence.

132. Relocation of existing widespread, non-mutually supporting facilities presents a further opportunity to prepare for the future. The Board believes that an educational and training center should be established at the US Army John F. Kennedy Center for Special Warfare at Fort Bragg, North Carolina. The Civil Affairs School should be collocated at Fort Bragg with the Special Warfare School under a Center for Foreign Studies. An element of the Defense Language Institute should also be located there.

Training in CBR Operations and Employment of Nuclear Weapons (Appendix D-15)

133. Career Courses. The current use of non-toxic chemicals in counterinsurgency operations and the complex staff procedures associated with possible selective use of tactical nuclear weapons in contingency

operations dictate continued instructional emphasis on these subjects at the upper three levels of officer career schooling. Although most branch schools are giving adequate coverage to CBR and nuclear operations, some are providing less than the minimum recommended by the proponent schools, and should increase their instruction accordingly. CBR and nuclear instruction is readily adaptable to field demonstration, practical exercise, and map maneuvers, and should be integrated with other subjects which are taught by the same methods.

134. Specialist Courses. Although a working knowledge of CBR and nuclear operations is sufficient for most officers, specialist training is required for some to develop their competence in depth. The Chemical Corps, by both career and specialist training, meets the need for CBR competence at brigade and higher levels; below brigade level each branch must develop CBR specialists who are members of that branch. These specialists should be trained in unit schools or at the US Army Chemical School's CBR Officers Course. Specialist training in nuclear operations such as Atomic Demolition, Nuclear Emergency Team, Radiological Safety, and Nuclear Weapons Disposal is given to Army officers at two Army schools, a Navy School, and at the Field Command, Defense Atomic Support Agency, at Sandia Base. For senior officers and civilians, there are two orientation courses in CBR and nuclear operations: the CBR Weapons Orientation Course (CBR WOC) at Dugway and the Nuclear Weapons Orientation Course at Sandia. The Board believes that the Army-sponsored input to these courses should be limited to senior officers and GS-14's or higher, thereby reducing the student load as much as fifty percent. The CBR WOC, less the live fire demonstration, should be moved to the Chemical School, Fort McClellan, during CY 67, and the live fire demonstration presented on an as-required basis at Dugway Proving Ground. This would permit the phasing out of one school.

135. Prefix-5. Qualified Nuclear Weapons Officers are given a prefix-5 to their MOS. These officers are predominantly from the three combat arms, the Chemical Corps, and the Corps of Engineers. These five branches are conducting prefix-5 instruction as an integral part of their career courses. Current assets of over 10,000 to meet established requirements of less than 3,000 give an indication of the extensive overtraining of prefix-5 qualified personnel. The training program should be limited to the production of only enough officers to meet the validated requirements. This can be accomplished beginning in FY 67 by: eliminating the prefix-5 instruction at the Armor School; giving prefix-5 training to only 25% of the advanced course students at the Infantry School, and to 50% at the Artillery and Missile, Chemical, and Engineer Schools; and adjusting annually the alignment of assets with validated requirements. The prefix-5 instruction should be limited to 117 hours as determined by the proponent school and all refresher training given by correspondence course with that school (Artillery and Missile).

Foreign Language and Area Training (Appendix D-16)

136. The Foreign Area Specialist Program consists of two-and-a-half to four years of schooling and overseas orientation, including six months to one year of language training. While this program is apparently very successful, it is confined to a limited number of world areas. The Board believes that the program should also train a modest number of specialists in Eastern European countries of the Warsaw Pact not now included, and possibly some specialists in the NATO countries.

137. Language training at the Defense Language Institute enjoys high prestige in the civilian educational community and meets most of the long-term needs of the Services. It is, however, subject to fluctuating requirements which stem from unpredictable international developments. To maintain flexibility to meet these requirements, courses should be adjustable in length and content, and capable of being taught by a number of methods. A full-time research capability should be maintained to analyze and define linguistic proficiency levels, develop course materials, and assist in the revision of current language aptitude and proficiency tests. Greater use could be made of officers trained in languages and recurrent training requirements reduced, if procedures for identifying trained linguists were improved and reutilization to officers receiving long duration language courses were increased.

Intelligence Training (Appendix D-17)

138. The Army traditionally has tended to downgrade intelligence. In view of the world situation today and the mounting demands for accurate and timely intelligence which the Board foresees for the next decade, training in this critical area should be reexamined and emphasized. Intelligence officers cannot be developed by schooling alone. The field is so highly specialized in certain areas that it takes years to develop an officer whose judgment and competence is such that his conclusions can be accepted as reasonably accurate.

139. The Army Intelligence and Security Branch is supported by two branch schools: the Army Intelligence School at Fort Holabird, Maryland, which is under CONARC and teaches Army intelligence functions; and the Army Security Agency (ASA) School at Fort Devens, Massachusetts which is directly under the Commanding General, ASA, and teaches special intelligence subjects. This division of responsibility detracts from the homogeneous development of intelligence and security skills and results in duplication of effort in major instructional areas. The Board considers that the orientation courses and career (advanced) courses now conducted at both schools should be conducted only at the

Army Intelligence School. The ASA School should be placed under the operational control of the Army Intelligence School, and should continue to conduct technical specialist courses as an interim measure, until it is possible to consolidate the two schools at a single location. The Board further proposes that the attendance of Army officers at the Advanced Intelligence and Defense Intelligence Courses conducted by the Defense Intelligence School (DIS) be discontinued, inasmuch as these courses in large measure duplicate Army officer career schooling at several levels, most notably in the Intelligence career (advanced) course. The continuing value of these courses to the Navy and Air Force is not questioned since neither Service has an Intelligence branch nor a structured career program in this field. The Army should continue to support the Strategic Intelligence Course and the two courses for the training of military attaches and their staffs at the DIS as it has in the past.

140. Under current concepts, training of intelligence officers (S-2's) at battalion through brigade level is a responsibility of the separate branch schools rather than of the Intelligence School, while training of division and higher unit intelligence officers (G-2's) is a responsibility of the C&GSC. If the expanded objective for the advanced course proposed by the Board is accepted, branch schools will assume responsibility for training Assistant Division G-2's. The Board considers that greater emphasis should be placed on intelligence training in career schooling to bring combat intelligence at battalion, brigade, and division level into sharper definition.

Army Aviation Training (Appendix D-18)

141. Aviation training was studied by the Board as a special subject because of its size, rate of expansion, and the growing percentage of warrant officer pilots. Initial entry pilot training is the largest, and most active segment of the program, with major emphasis on the production of rotary wing pilots as shown in Figure 15. Responsibility for this training is shared by the Commandants of the Aviation School (AVNS) and the Primary Helicopter School (PHS). In view of the magnitude and importance of the rotary wing program, responsibility for its direction and control clearly should be vested in a single individual. To this end, the Board believes that the PHS should be placed under the operational control of the Commanding General, US Army Aviation Center, who also is Commandant, AVNS.

142. The Army's airmobile concept is exerting a growing influence on Army organization, doctrine, and operations. The integration of ground tactics with employment of aircraft requires complete understanding between aviator and non-aviator personnel. Branch related functions in the employment or support of Army aircraft should be

covered appropriately in the branch career (advanced) courses. The Corps of Engineers does not appear to have any aviator requirement that could not be met by branch immaterial aviators. In view of this, and the obvious conflict between normal Engineer career and aviation career patterns, the Board believes that the Corps of Engineers should be deleted from the list of branches whose officers may participate in the Army Aviation Officer Career Program. Engineer officers currently in the program should be permitted to remain in it without branch transfer.

INITIAL ENTRY FLIGHT TRAINING - ACTIVE ARMY

	FY 66	FY 67
ROTARY WING	1,076	3,200
Officer	(369)	(1,045)
Warrant Officer	(707)	(2,155)
FIXED WING	342	295
Officer	(245)	(145)
Warrant Officer	(97)	(150)
TOTALS	1,418	3,495

FIG. 15

143. The Army expects to have 5,000 warrant officer aviators by FY 68 and has an ultimate goal of three warrant officer aviators to one officer aviator at cockpit level. This increasing reliance on warrant officer aviators makes it desirable that they have not only aviator skills but a broader understanding of Army ground combat operations. The Board proposes that warrant officer aviators attend a branch-immaterial orientation course at a combat arms school between their sixth and tenth years of service, the course to be approximately six weeks long and cover tactical operations of the combat arms and battalion staff functions.

Civil Schooling Program (Appendix D-19)

144. Educational patterns in the United States are undergoing significant changes. The civilian educational system produced 7.5 million college graduates in 1964 than in 1954. However, the baccalaureate

degree is no longer widely regarded as the hallmark of the educated man; today one out of every four college students remains in school for graduate work after receiving his degree, and the academic community expects the demands for advanced degrees to increase still more over the next decade. Despite the fact that, with minor exceptions, the Air Force and the Navy are now commissioning only college graduates, it is unrealistic for the Army to think in terms of commissioning no one in the Active Army without a college degree. The vagaries of the international situation almost certainly will continue to impose fluctuating requirements on the Army, with attendant expansions and contractions in strength exceeding those of the other Services. The Army must maintain its Officer Candidate Schools as a surge tank to meet mobilization and emergency requirements, and many highly competent officers without college degrees are commissioned through this means. The Board is of the opinion, however, that the Army should state unequivocally that its objective is for all of its Regular Army officers to be college graduates. Consistent with this announced objective, a baccalaureate degree should be a criterion for acceptance of any officer into the Regular Army, except for those who have demonstrated exceptional gallantry on the field of battle. The Army will be faced with the continuing necessity to improve the educational level of the entire Active Army through the degree completion program (BOOTSTRAP) and off-duty tuition assistance. Efforts in this regard will assist in meeting the impact of situations such as the current Vietnam conflict, which force increased reliance on CCS and hence lower the overall educational level of officers in the Active Army.

145. The percentage of ROTC graduates with degrees in engineering and scientific disciplines has been decreasing against an increasing requirement for this type of officer. The Army could satisfy these requirements in some measure by a program of baccalaureate degree schooling for highly selected enlisted men, followed by OCS. The high motivation and favorable retention rates for OCS graduates lend strength to this proposal.

146. In recent years an increasing number of ROTC graduates have requested deferment of their service obligation to pursue graduate study. At present over 6,000 ROTC graduates are in such a deferred status. Almost a third of the other-than-Regular Army ROTC graduates who came on duty in FY 65 had advanced or professional degrees. Very few of them will remain on active duty beyond their two-year obligated period. The Army can offer no special monetary inducements to officers with advanced degrees and hence is "priced out of the market" in securing their services on a career basis. The Army relies on developing its own advanced degree resources, and spends over one million dollars annually in advanced civilian education of its officers.

147. The success of the Army's advanced schooling program is dependent in large degree upon the soundness with which the Army Educational Requirements Board validates position requirements. This is a task of considerable magnitude since the Board must review Army-wide requirements in all academic disciplines. The Board considers that the AERB should have a general officer president and broader membership to increase its depth of knowledge and expertise. In addition, more precise measurement factors and standards should be developed to assist commanders and staff agencies in determining their requirements. At present little recognition is accorded advanced degree requirements for officer positions in Table of Organization and Equipment (T/OE) units, yet assignments to this type of organization are an important part of officer career patterns. Requirements should be structured so that relatively junior officers, in both Table of Distribution and T/OE units, are educated and trained to meet future reutilization requirements in the higher grades.

148. The Army, unlike the Air Force and Navy, does not have an in-house capability for granting advanced degrees in civilian disciplines. It does have a capability, as previously stated, for educating officers on a graduate level in Military Art and Science. The Board considers that the Army should continue to rely on the civilian educational community to meet its requirements for graduate schooling in civilian disciplines for at least the next decade. To assist in the early identification of graduate degree candidates, all Active Army officers should be required to furnish an academic transcript for their personnel files.

ORGANIZATIONAL PATTERNS AND ENVIRONMENT

Impact of the Joint and Defense School Systems on the Army School System (Appendix D-20)

149. The two schools operated by the Army for the Department of Defense, the Defense Language Institute and the Defense Information School, offer no significant administrative problems. The greatest impact of Defense educational and training policies is in the area of logistics management training, where the Defense Logistics Management Training Board (DLMTB) is extending its influence and control. This control not infrequently takes the form of actual direction of school operations rather than the provision of policy guidance. The Defense logistics management courses conducted by the Army are concentrated in the three Army Materiel Command schools with one exception; the Defense Advanced Traffic Management Course is conducted by the Transportation School. The profile of AMC school courses, shown in Figure 16, indicates that the majority are Defense courses of limited duration and attended predominantly by civilians.

AMC LOGISTICS COURSES FY 65

SCHOOL/ COURSE	TOTAL NO. OF COURSES	% OF DEFENSE COURSES	AVERAGE LENGTH OF DEFENSE COURSES	% OF CIVILIAN STUDENTS
ALMC	16	56%	4 weeks	65%
AMETA	49	98%	1-3/4 weeks	82%
JMPTC	11	100%	1-1/2 weeks	70%

FIG. 16

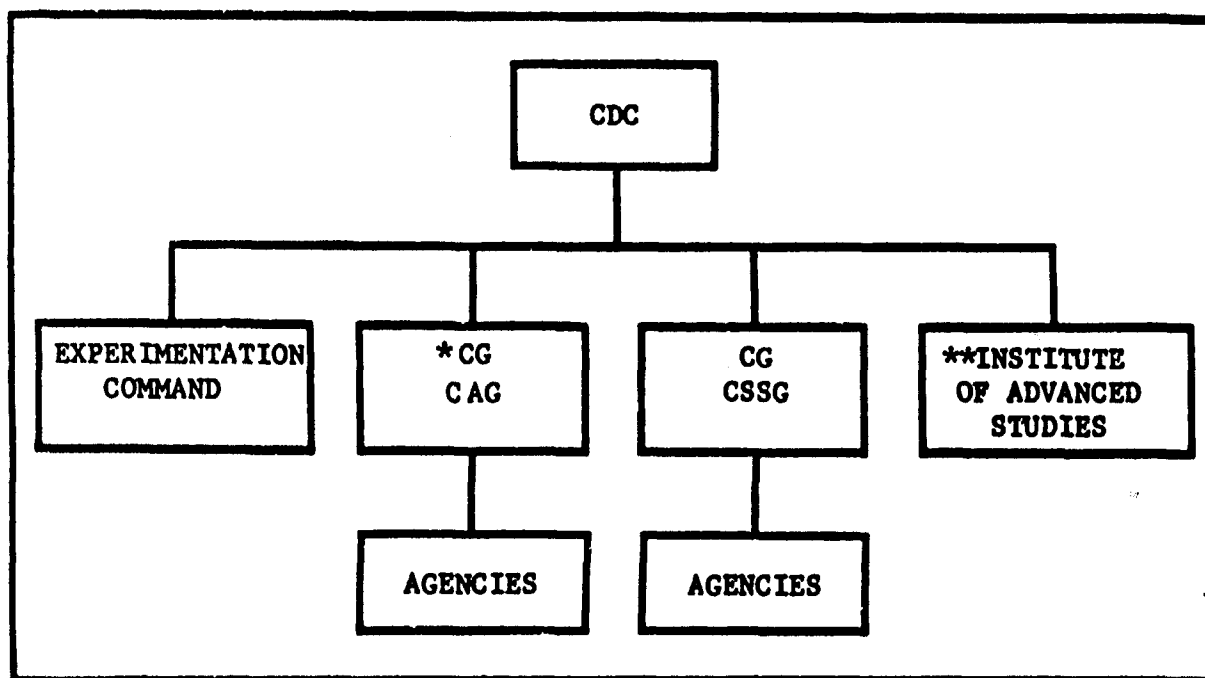
150. This profile reflects a general developmental pattern of DLMTB-sponsored courses at Army specialist schools in recent years. The Board is concerned primarily over DLMTB efforts to extend its control into Army branch schools and officer career development patterns. The Board is of the opinion that Army officer career courses should not be considered for conversion to Defense courses, since they are integral parts of a sequential educational structure designed to meet Army-unique requirements. The Board further believes that actions taken by the Office of the Secretary of Defense (OSD) with respect to education and training matters affecting the Services should be coordinated by a single Defense agency. To assist in formalizing the role of the OSD in military schooling, common definitions should be adopted for the types of courses and schools in which two or more Services participate.

Alternative Organizational Structures for the Army School System (Appendix D-21)

151. The Board was charged specifically with examining the feasibility and desirability of consolidating all Army schools under CONARC. The scope and complexity of the Army school system did not permit an overall philosophical answer to this problem. The Board made a case-by-case examination of groups of related schools now operating under the direction of the Department of the Army, the Army Materiel Command, and the Army Security Agency, as depicted in Figure 1, to determine on a "show-cause" basis why they could not logically be consolidated under CONARC. The Board was also specifically charged with an examination of the doctrinal responsibilities of the Army

schools and colleges. Such a charge has implicit within it a review of current organizational relationships of the Combat Developments Command and its subordinate elements (depicted in Figure 17) with the various schools and colleges, and leads to consideration of organizational patterns other than a consolidated school and training command. Finally, the Board extended its inquiry into the internal structure of major commands to determine the most effective and efficient means of controlling each Army school and college. This examination knitted together the previous findings of the Board in various functional areas into overall organizational patterns.

ORGANIZATION OF CDC



* Also Commandant C&GSC

** Also Commandant AWC

FIG. 17

152. The Board subscribes to the view of the Williams Board that, to the maximum extent feasible, the Army General Staff should be relieved of responsibility for the operation of schools. The Board concludes, however, that it is neither feasible nor desirable to transfer responsibility for supervision of the two Army-operated Defense schools and the US Military Academy (USMA) and its preparatory school from the Deputy Chief of Staff for Personnel, Department of the Army, to CONARC. The Defense schools operate under policy control of the

Office of the Secretary of Defense, have joint staffs and faculties and significant student loads from other Services, and work almost daily with other Services in matters of school and student administration. In the view of the Board, CONARC should concentrate its efforts on the direction of Army schools and courses and not be burdened with the operation of a Defense school. The USMA and its prep school are basically educational institutions whose curricula cover a broad field of civilian disciplines of little direct relationship to CONARC's mission. Broad Congressional and other interests in these schools militate against their direction by a headquarters outside the Washington area.

153. While the Judge Advocate General (JAG) and Army Medical Service (AMEDS) Schools are operated under their respective professional service chiefs, the Chaplain School is operated under direction of the CG, CONARC. There would be obvious logic in placing the schools of all three branches under CONARC. Unity of command would be enhanced, and closer military supervision and closer ties to the remainder of the Army schools would result. Under such an organizational arrangement the CG, CONARC, would supervise the operation of all branch schools and be in a better position to achieve uniformity in instructional methods and desired coverage of common subjects. The Chaplain School has functioned well under CONARC direction and the Chief of Chaplains is well satisfied with the arrangement. The JAG School is similar to it in size, character, and atmosphere. It operates contiguous to and closely associated with a civilian law school, in isolation from a military environment. The Board believes that the JAG School would benefit by closer military supervision and should be brought under CONARC. The case of the AMEDS schools is substantially different. The AMEDS consists of six branches or corps of the Army which are fully integrated and mutually supporting. The Board was convinced during its examination of the AMEDS school system and courses that they are today being operated effectively and efficiently under The Surgeon General. The massive size and complexity of the AMEDS system commend its retention under existing command arrangements.

154. The AMC schools conduct more Defense than Army courses, as previously indicated, with student bodies which are over 75% civilian. The courses taught have little relationship to the Army in the field, which is CONARC's domain, and they should remain under AMC.

155. The Board studied the anomaly that three branches divide career courses between separate schools, a situation which detracts from branch unity, uniformity of schooling, and administrative efficiency. The Southeastern Signal School should be placed under operational control of the Commanding General of the Signal Center

preparatory to eventual consolidation at Fort Gordon. In like fashion, the Army Security Agency School should be placed under operational control of the Commandant of the Army Intelligence School and the two schools eventually merged at Fort Gordon or Fort Bragg. The division of the artillery schools reflects the unsolved problem of whether the Artillery is logically one branch. The two schools are very large installations and the Board found no support at any level for placing one school under the other. The Board sought in its elective program proposals to eliminate duplication in Artillery career (advanced) course instruction. This is only a partial solution to a larger problem that lies beyond the Board's terms of reference. The cleavage in the Artillery today could widen in the decade ahead if the Army is charged with operation of a large anti-missile missile program.

156. In some instances, missions of specialist schools relate them functionally to areas of responsibility of branch centers or schools. The Board considers that placing a related specialist school under its associated branch center or school would result in greater uniformity in promulgation of branch doctrine and less likelihood of duplication between career and specialist courses. The Commanding General of the Ordnance Center should be given operational control over the Missile and Munitions School, the Commandant of the Army Intelligence School over the Combat Surveillance School, and the Commandant of the Chemical School over the CBR Orientation Course, in the latter case leading to early absorption of the course into the school.

157. Some specialist schools or centers have overlapping or complementary missions and should be tied together. The Commanding General of the Aviation Center should be given operational control over the Primary Helicopter School. The relationship between the Special Warfare and Civil Affairs Schools encourages collocation due to common interests; the Civil Affairs School should be moved to Fort Bragg. All Army schools assigned to AMC, and the Army Management School transferred from CONARC, should be absorbed into the Army Logistics Management Center at Fort Lee, renamed the Army Management Resources Institute.

158. There is an apparent dichotomy in command philosophy for the Army colleges, with the C&GSC responsible to CONARC and the AWC responsible to the DA for the discharge of their educational responsibilities. On the other hand, both commandants report to the Commanding General, CDC, for the discharge of doctrinal responsibilities. This doctrinal command link provides the primary thread of unity between the colleges today. In the view of the Board, this link should be strengthened. The promulgation of established doctrine

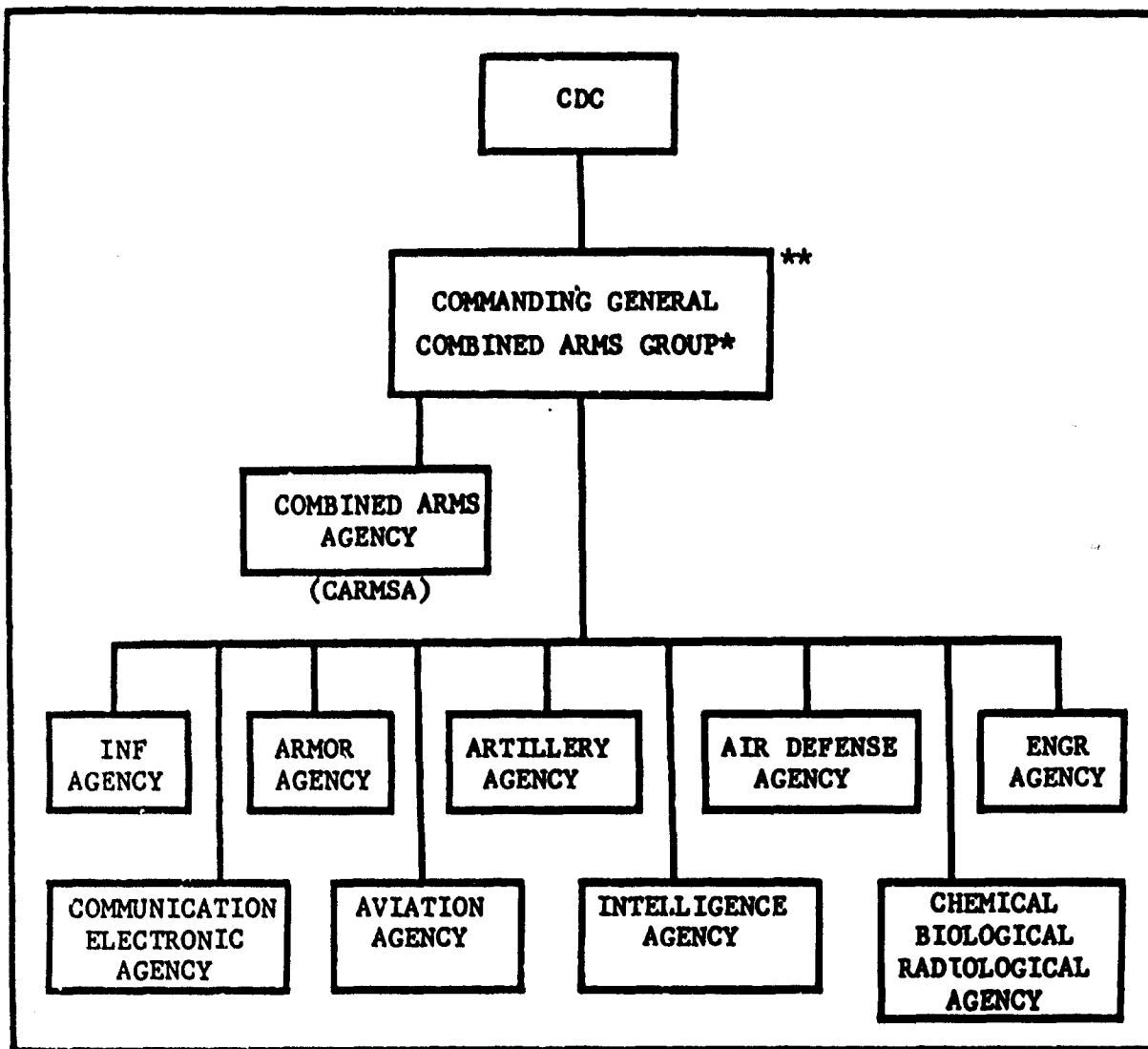
is the substance of military education, and student and faculty feedback from concentrated analysis of that doctrine provides fresh input for improved doctrinal development. It is the intellectual stimulant of education, not the passive learning process of school training, which generates a critical, questioning analytical approach to doctrine. The Board considers that the dual command lines of two colleges should be replaced by a single command line to CDC. Identical command arrangements for the two colleges in all spheres would serve to bring them closer together in doctrinal and educational endeavors.

159. The C&GSC is today the hub of the Army school system. Its importance is highlighted by its educational function of unifying the diverse branch experience of its students, and its combat developments responsibility of promulgating a usable and homogeneous combined arms and support doctrine for the Army in the field. It is unique in providing a common military experience to the great majority of senior officers. The Commandant, C&GSC, in his role as the Commanding General, Combined Arms Group (CAG) of CDC commands ten CDC agencies (see Figure 18). The heavy responsibilities of the Commandant of the C&GSC should be recognized and a more appropriate command structure devised to facilitate their discharge. In the view of the Board, the Commandant should be relieved of his immediate responsibilities for operation of the college and redesignated the Commanding General, Army Command and Staff Center (AC&SC). The center commander should be one of the Army's most senior and experienced officers, preferably in the grade of lieutenant general. He should have under his command the C&GSC, headed by a general officer Commandant, and the CAG, headed by a general officer commander (see Figure 19).

160. The Army War College (AWC) is not burdened with the variety of tasks confronting Fort Leavenworth. The student body is small and post functions are not overly complex. The Board believes that the internal structure of the AWC requires no modification.

161. Unlike the C&GSC and the AWC, most of the CONARC branch and specialist schools have a heavy enlisted training load. Many of them operate within the framework of a Center complex with numerous troops, large recruit training activities, AMC materiel testing agencies, large maintenance facilities, and a multitude of other diversified functions. The CDC agencies located on these posts are tenants and are not under command of the Center Commander or School Commandant. Notwithstanding the heavy command burden of the Center Commander or Commandant, there would be significant advantage in placing the branch CDC agency under his command. Responsibility for doctrinal development and promulgation would be joined in a single commander, resulting in an improvement in both areas. Liaison and coordination would be replaced by command at

DOCTRINAL RESPONSIBILITIES OF THE C GSC



* Also Commandant C&GSC

** Combat Service Support agencies are not shown on this chart; they report to CDC via the CG, Combat Service Support Group as shown in Figure 17.

FIG. 18

the local level. It is recognized that this doctrinal tie would create the same dual command channels for doctrine and training which the Board eliminated in its proposals for the Army colleges. The branch school Commandants would report to CG, CONARC, for training and to CDC -- through the new AC&SC or its counterpart, the Combat Service Support Group, as appropriate -- for doctrine.

NEW ORGANIZATIONAL CONCEPT AT FORT LEAVENWORTH

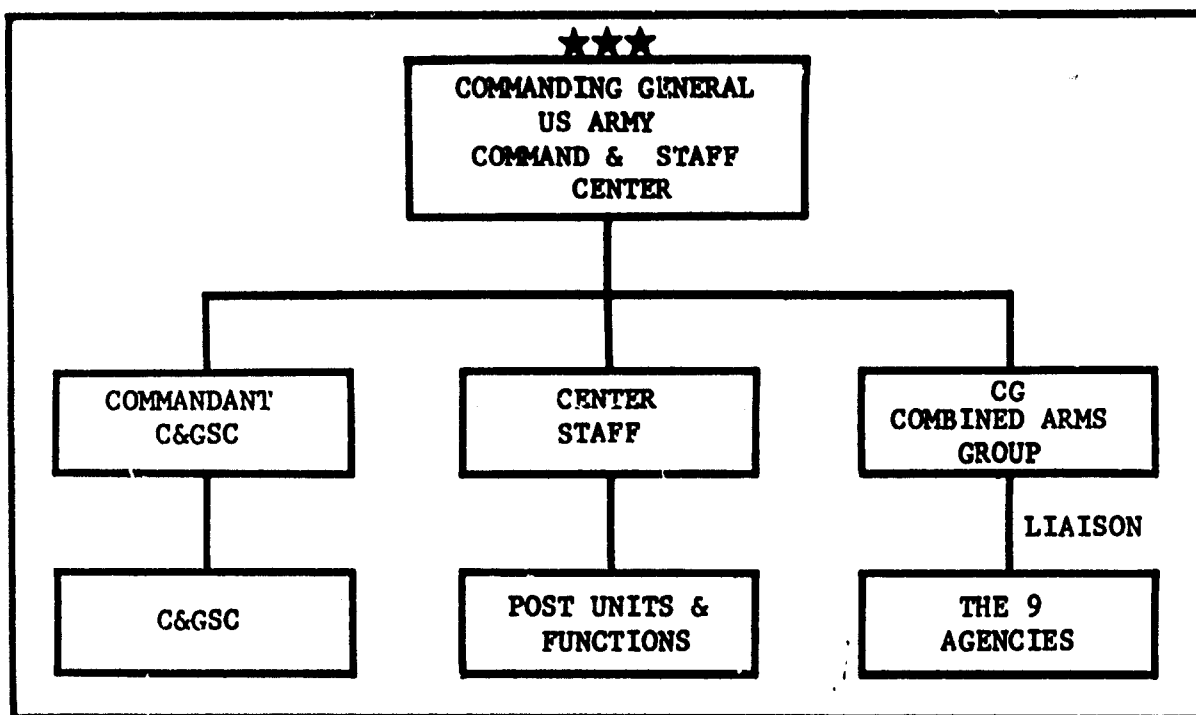


FIG. 19

162. The Board believes that the problem of administrative complexity could be eased at large branch and specialist school installations by designating the present Assistant Commandant as the Commandant. The Commanding General of the Center, relieved of duties as Commandant, should have overall responsibility for support of the entire command, and for coordination of related activities; he should be the rating officer of the School Commandant(s). In general, this should be

accomplished with no increase in rank. Figure 20 shows the Board's "Center Concept," in which the Commander would, in fact as well as in name, preside over a branch center and home.

GENERAL ORGANIZATIONAL PATTERN OF A CENTER

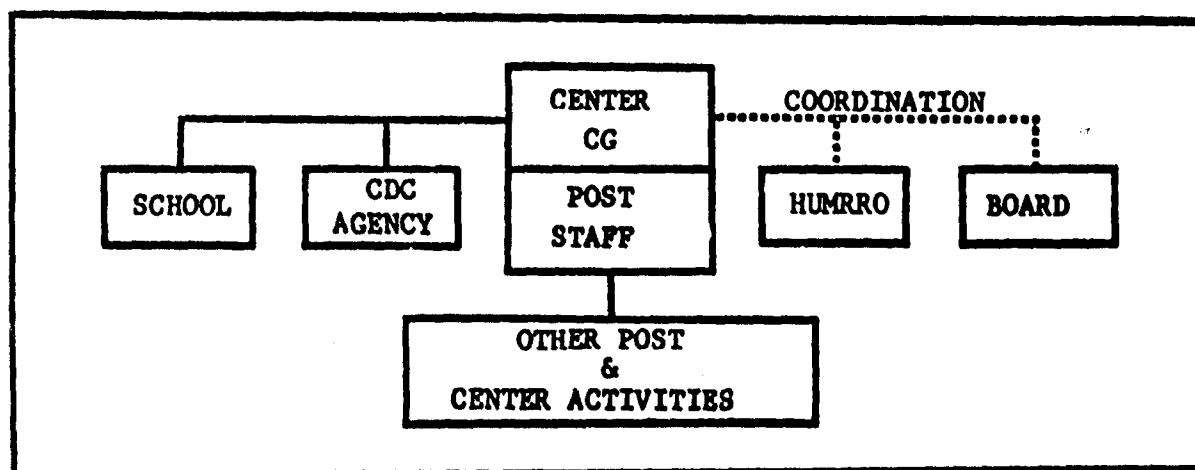


FIG. 20

163. The Board considers that the Army should extend the branch center concept to other areas. Centers combining related educational and training functions should be established. The criteria for grouping should be similarity of school functions and compatibility of educational courses and disciplines. Close relationship of functions brings interested individuals, both students and faculty, into intimate association and encourages crossing institutional boundaries. Related educational content permits consolidation of educational facilities and other activities. Common blocks of instruction, faculty exchange, joint lectures, and inter-institutional seminars might all be practical.

164. The Board believes that the Center concept should be extended to the John F. Kennedy Foreign Studies Center, previously proposed; it should command the Special Warfare School and the Civil Affairs School. In addition, an Aviation Center at Fort Rucker and an Army Administrative Center at Fort Benjamin Harrison should be established. The latter Center Commander should command both the Adjutant General and Finance Schools. In those cases where schools do not require a Center complex in addition to the school, the School Commandant should also

command the collocated CDC agency. All CDC agencies should be collocated with associated schools. Figure 21 depicts the resulting structure of CONARC's school system.

165. In summary, the Board's proposals would result in the eventual elimination of three branch and three specialist schools, and the organization of 13 branch or specialist centers with all subordinate elements clearly related in functions or disciplines. The Center Commander in all cases would command a collocated school and CDC agency; in two cases he would command two closely related schools and CDC agencies; in three other cases he would have operational control over a second school and CDC agency not collocated with the Center. The two Army colleges would be transferred to CDC command and provide, with branch school support, greatly increased depth for the doctrinal activities of that command and a close and desirable association between education and doctrine. Figure 22 indicates the proposed structure of the Army school system.

TEACHING METHODS AND ADMINISTRATION

Faculty Selection, Training, Qualification and Role (Appendix E 22)

166. The success of an educational institution depends largely upon the quality and experience of its faculty. In general, the Board found that the faculties of Army schools are competent. Unfortunately, the military faculty, unlike its civilian counterpart, functions in an environment where career demands compromise tenure. Shortcomings in overall tour stabilization could be partially overcome if more officers with advanced degrees were used as instructors and civilian instructors were employed to teach non-military subjects. Faculty competence could be improved through more effective use of the civilian educational advisor; faculty experience could be raised by replacing a large number of the second lieutenant instructors, currently around 700 in branch and specialist schools, with officers of higher rank.

167. Army schools tend to be isolated from the mainstream of academic thought and should increase their contacts with civilian educational institutions and associations. Directors of instruction and educational advisors of Army schools and colleges should meet annually, with distinguished educators as guests, to review and study various aspects of education throughout the military school system and the academic world. Properly planned, these conferences would be stimulating experience for all attendees and provide greater academic homogeneity in the school system.

CONARC SCHOOL STRUCTURE

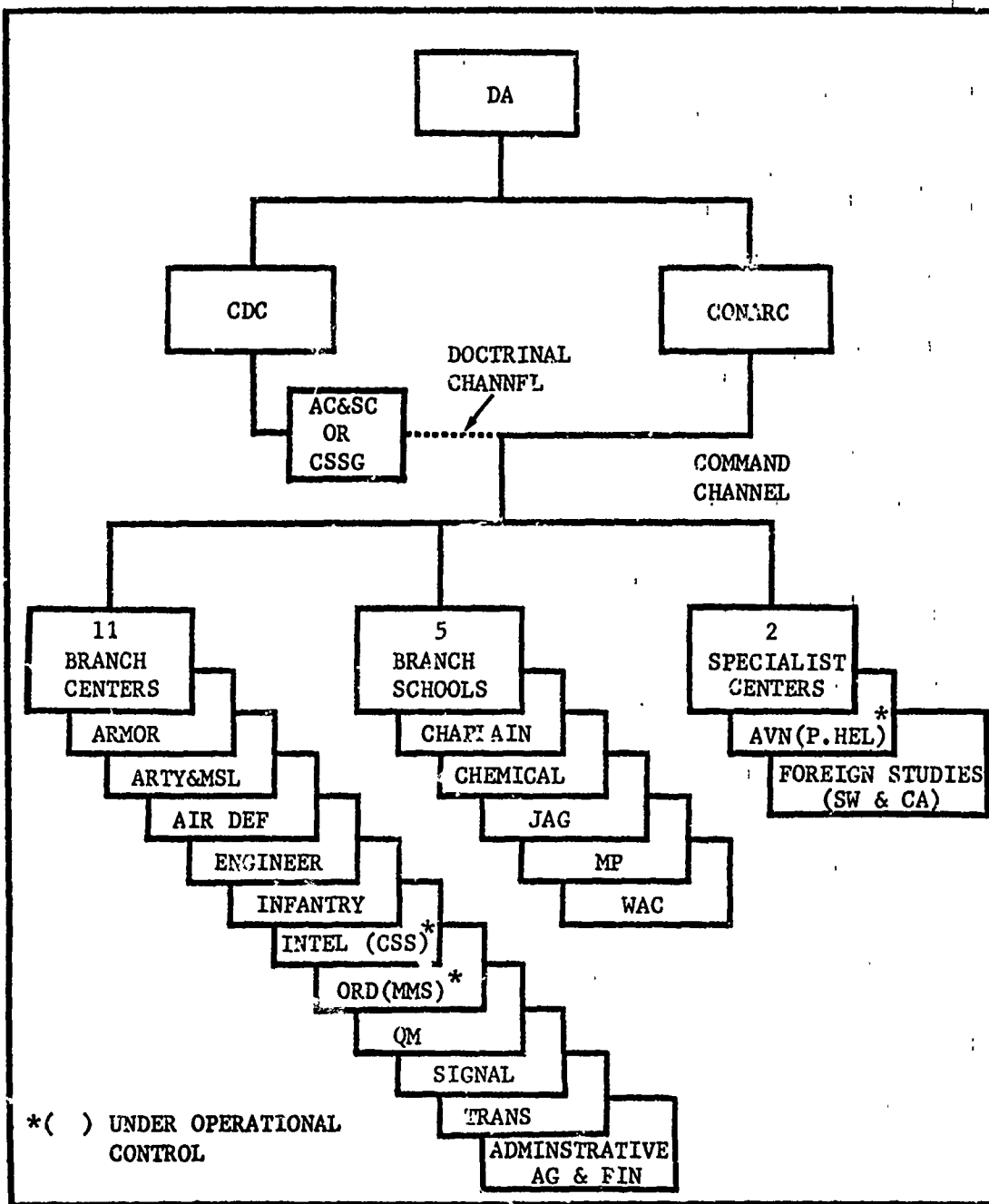


FIG. 21

PROPOSED ORGANIZATIONAL STRUCTURE OF THE ARMY SCHOOL SYSTEM

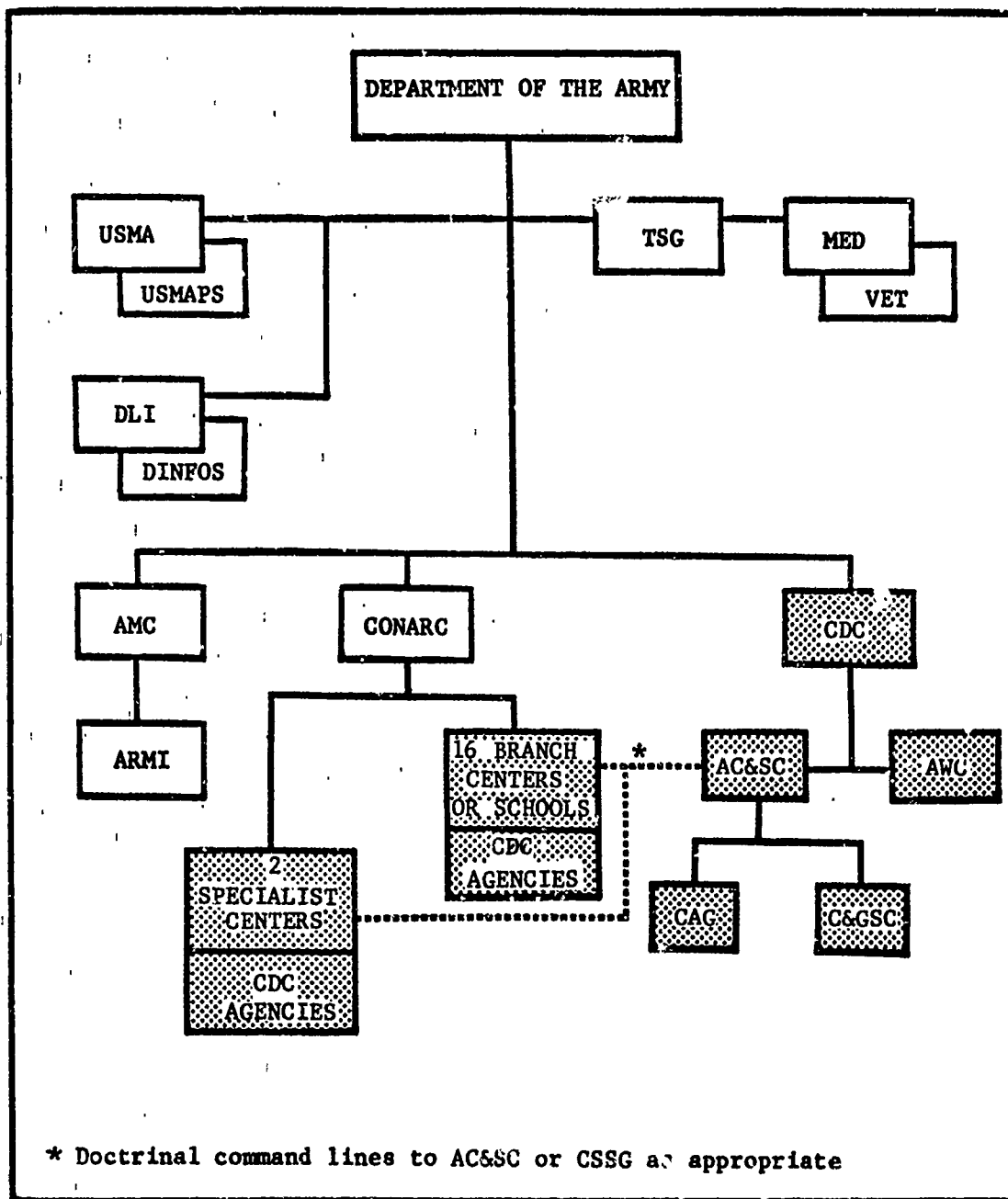


FIG. 22

168. All Army schools should have civilian educational advisors and greater impetus should be given to their career development, including rotation within the educational system. They should be provided opportunities for sabbatical leave to engage in graduate studies.

Student Testing and Evaluation (Appendix D-23)

169. The Board reviewed methods of student testing and evaluation throughout the Army school system. Objective type tests, to include multiple choice, true-false, and matching items, are widely used and are generally machine graded. The shortcomings of this type of examination are self-evident. The Board appreciates staff and faculty personnel limitations but urges greater use of subjective or essay type questions in examinations, to test the capability of students to organize and express their thoughts under time pressures. In basic courses, the Board considers that maximum use should be made of practical performance type tests.

170. Faculty advisor and peer ratings provide personal evaluations of students which are reasonably sound but tend to lack discrimination except for the bottom and top of the class. The Board considers that the current Army academic report does not provide an adequate measurement of student performance below War College level. Reporting students by numerical rank or by percentile is inadequate and often misleading. The Board proposes the adoption of a Commandant's List, similar to the Dean's List in civilian institutions, which would serve to identify only the outstanding students, on the order of magnitude of 10-20% of the class. Within this list, distinguished and honor graduates should receive special recognition. Students not on the list should be identified simply as graduates. Due to the difficulties of adequate student observation at schools with very large student bodies, a narrative evaluation should be required only for graduates of the Army War College. Commandants of other schools, however, should complete this portion of the Academic Report in those cases in which they consider it practical and equitable, with particular reference to outstanding students. Commandants of branch schools should also be alert to identify officers of doubtful value to the service, in order to drop them from school and possibly to recommend them for elimination from the service.

Innovations in Educational Practices and Techniques (Appendix D-24)

171. Educational practices and techniques in the Army school system are generally outstanding, and innovation in methods and equipment is continuous. The schools are assisted in the development of innovations by both in-house and Army-sponsored research and

development. The major training research effort for the Army school system is performed by the Human Resources Research Office, administered by George Washington University, and under the general staff supervision of the Chief of Research and Development. In addition, the US Army Human Engineering Laboratories and the US Army Personnel Research Office contribute to solving training problems. Solutions developed by these three institutions are sometimes in response to a problem at one or a few schools and are not given wide distribution. The Army should continue to sponsor an education and training research and development program, both in-house and by contract, and insure that the results are made available to all schools within the Army school system.

172. One method to insure that knowledge of innovations is uniformly diffused throughout the Army school system is the conduct of a biennial innovations seminar. The seminar should be attended by faculty members of Army schools and colleges, civilian educators, educational research and development personnel, and representatives of educational equipment manufacturers. The Board suggests that the first of these seminars be convened at the Infantry School during FY 1967. In addition, each Army school and college should maintain liaison with the Education Division of the Department of Health, Education, and Welfare and with other agencies or institutions involved in the development of educational practices and techniques.

School and College Libraries (Appendix D-25)

173. The board found considerable disparity among Army school libraries in such areas as size of collections, acquisition programs, size and competence of the staff, budget, and physical environment. To improve the professional competence of librarians and assistant librarians, a program of graduate level schooling should be made available to them; library personnel should be rotated throughout the library system, and librarians should participate more actively in professional association conferences and workshops. The Board also believes a centralized records facility should be established by The Army Library to insure a more active dissemination and interchange throughout the school system of research papers, student theses, committee studies, video tapes, and related material.

Schooling of Foreign Officers (Appendix D-27)

174. Foreign military officers attend almost every school the Army operates, to the mutual benefit of the United States and friendly nations. A major problem encountered in this program, however, is the foreign officers' general lack of English language comprehension,

which makes it difficult for them to assimilate instruction and to benefit fully from their day-to-day association with Americans. English language training and the administration of comprehension tests in the officers' own countries, should be improved so that only language-qualified students attend Army school courses in the US. Army schools and colleges should review and revise their programs to make effective use of non-academic hours and hours devoted to classified and other subjects inappropriate to foreign students.

175. Army schools and colleges should improve their liaison with US Military Assistance Advisory Groups, Missions, or Military Attaches, and keep them supplied with orientation material to assist foreign students in making a smooth transition from the environment of their home countries to that in the United States. To help foreign officers feel that they are accepted members of the institution they are attending, Army schools should provide them with identification booklets for personal use while in residence, and award them special pocket-type emblems upon graduation.

Revision of Army Regulation 350-5

176. The Board recognized the significance of AR 350-5 as the governing document in the broad area of military education and schooling. Rather than revise AR 350-5 on a piecemeal basis, the Board rewrote the entire regulation to reflect its general philosophy and specific recommendations. Administrative details which clutter up the current regulation were eliminated. The rewritten regulation is an integrated policy paper; attempts to revise it in minor parts could destroy its unity of definition and the intricate dovetailing of the system.

177. The revised regulation defines clearly the different types of schooling, courses, and schools. It brings together staff and command responsibilities for the operation of the Army school system, which are currently scattered in a host of documents not always in complete consonance with one another. The regulation recognizes that there are other means of education and training than the Army school system.

178. The rewritten regulation provides parallel statements of purposes, missions, functions and objectives, as applied to the various elements of the Army school system. It eliminates the division in the current regulation between officer and enlisted schooling, since the two categories of personnel normally receive their schooling from the same faculties and use the same facilities.

179. The proposal that certain branch and specialist schools be organized under an educational center concept is not reflected in the rewritten regulation. It is visualized that this would be accomplished by a separate directive.

SECTION VI
RECOMMENDATIONS

180. The Army school system must be sufficiently flexible to meet peacetime requirements and to insure smooth transition to mobilization. For the past decade the Army has faced a parade of acute situations in an unstable international environment with resulting heavy pressures on the school system. The Board believes that the system has met these demands, producing well-trained and motivated people. Despite the general excellence of the Army school system, the Board considers that certain adjustments in its direction and operation would make it more responsive to current needs and the challenge of the next decade. The Army school system has a built-in capacity for self analysis; the Board hopes through its efforts only to broaden and accelerate this process. To this end, the Board has developed a mass of conclusions in the various appendices of Annex D (Volume III) and submits the 74 recommendations which follow. The conclusions are commended for consideration and action by the command, staff, school or college to which they apply; the recommendations highlight key issues which require decision at Headquarters, Department of the Army.

181. The Board recommends:

OFFICER PROCUREMENT AND RETENTION

1. That the Army propose Department of Defense action aimed at federal reimbursement to college-level educational institutions for each Reserve Officer Training Corps student graduated and an additional amount for each commissioned in the Regular Army.
2. That branch selection procedures be modified to insure assignment to the Signal Corps of an increased percentage of the Reserve Officer Training Corps graduates with degrees in electrical and electronic engineering.
3. That the period of obligated service for other than Regular Army officers (except doctors and dentists) be increased to three years, and the period for Regular Army officers (except US Military Academy graduates) be increased to four years.

TRAINING OF NEWLY APPOINTED OFFICERS AND WARRANT OFFICERS

4. That all newly commissioned officers (except Officer Candidate School graduates) attend an officer basic course covering company/battery fundamentals relevant to their first duty assignment and emphasizing practical work and field instruction.

5. That entry training for Regular Army officers include a shortened basic course six weeks in length (five for Infantry officers) and a Ranger course of eight weeks' duration; that the entry training for other than Regular Army officers include a basic course not more than nine weeks in length without Ranger training; that airborne training be limited to those officers being assigned to airborne units.

6. That a three to four-week orientation course be conducted for newly appointed non-pilot warrant officers to assist in their transition to warrant officer status.

CAREER COURSES AT BRANCH SCHOOLS

7. That each branch school conduct a single type career course of approximately one academic year for officers of the Active Army; that this course be redesignated the advanced course.

8. That the advanced course be designed to prepare officers for command and staff duties at battalion through brigade or comparable levels in both divisional and non-divisional units, with emphasis on command at battalion level, and for duty as assistant division general staff officers.

COMMAND AND STAFF COLLEGE SCHOOLING

9. That officers of the Active Army selected for schooling at the Command and General Staff College attend only the regular course of one academic year.

10. That the Command and General Staff College prepare its students primarily for duty with the Army in the field, and secondarily for duty with Headquarters, Department of the Army, combined and joint staffs, and staffs of major Army commands.

11. That Headquarters, Department of the Army, seek legislative authority for the Command and General Staff College to grant the degree of Master of Military Art and Science to students who successfully complete the graduate study program.

12. That attendance at command and staff colleges and the Armed Forces Staff College be equated for the purpose of career progression, and that Army officers normally be selected to attend only one.

SENIOR SERVICE COLLEGE SCHOOLING

13. That the Army War College course be focused on the Army's role, doctrine, and operations, in the context of national strategy and the joint and international environment.

14. That the military faculty of the Army War College be increased by four spaces to expand faculty research and curriculum improvement efforts, particularly in the preparation of case studies; that the faculty be augmented by a limited number of college professors, resident on sabbatical leave or nonresident under contractual arrangements.

15. That the George Washington University graduate study program at the Army War College be discontinued unless the incursion on student time can be eliminated without compromising the Army War College program.

ELECTIVES

16. That electives be introduced in the upper three levels of officer career schooling, in the 1967-68 academic year, both on a mandatory basis as an integral part of the curricula and on a voluntary extracurricular basis for selected students; that local electives be developed by individual schools, common electives be established by Headquarters, Continental Army Command, and progressive electives be designated by Headquarters, Department of the Army, and developed under the proponentcy of the Command and General Staff College.

SPECIALIST AND ORIENTATION COURSES

17. That more effective controls be imposed at all levels of command to curtail the establishment and perpetuation of unwarranted specialist and orientation courses in the Army school system.

18. That directives establishing specialist courses define their objectives, scope, and prerequisites with particular reference to Military Occupational Specialty, job title, or organizational and grade levels toward which the course is focused; and that officers attend these courses only when assigned or under orders to a position requiring use of the training offered.

19. That the Army endeavor to increase the proportion of career officers to officers serving two-year tours who attend specialist courses, particularly in maintenance, supply, and communications.

ASSOCIATE, REFRESHER, AND EXTENSION COURSES

20. That branch career and Command and General Staff College associate courses be replaced by mobilization courses, designed to train Reserve Component officers not on active duty through a combination of resident and nonresident instruction, and utilized to train all components on a resident basis in time of mobilization.

21. That branch refresher courses be conducted only for field grade officers, to bring them up-to-date prior to assignment to troop duty.

22. That completion of preparatory extension courses be a prerequisite for attending the branch advanced and Command and General Staff College courses; that completion of the entire Command and General Staff College extension course by Active Army officers not selected for the resident course be required by the end of their 15th year of service.

23. That the Army War College establish an extension course program for officers of all components.

PREREQUISITES, REQUIREMENTS AND QUOTAS
FOR SERVICE SCHOOL AND COLLEGE ATTENDANCE

24. That the prerequisites for branch advanced courses be adjusted to limit attendance to captains with four through nine years of service, and that attendance at the Command and General Staff College be restricted to majors/lieutenant colonels with nine through fifteen years of service.

25. That after the initial establishment of fixed quotas for the Army Medical Service, Chaplains, and Finance, Judge Advocate General's, Adjutant General's, and Women's Army Corps, the principal block of student spaces at the Command and General Staff College be allocated 65% to Infantry, Armor and Artillery; 20% to the Corps of Engineers, Signal Corps, and Army Intelligence and Security Branch; and 15% to the remaining branches.

26. That 75% of the principal block of Army student spaces to the Armed Forces Staff College be allocated to Infantry, Armor, and Artillery, and 25% to the Corps of Engineers, Signal Corps, and Army Intelligence and Security Branch; this allocation to follow the assignment of fixed quotas to all other branches except the Women's Army Corps.

27. That branch quotas not be established for the senior service colleges, but that branch maximums be applied to the Army Medical Service, Chaplains, and Finance, Judge Advocate General's and Adjutant General's Corps.

TRAINING IN COMMAND RESPONSIBILITIES AND FUNCTIONS

28. That leadership training be emphasized in the basic courses of all branch schools; that command training be emphasized

in advanced courses of branches with major command responsibilities, management training in depth be provided in courses of branches with little command opportunity, and a balance between the two be developed to meet individual branch needs.

MANAGEMENT EDUCATION AND TRAINING

29. That a formal Comptroller Specialist Program be established under direction of the Deputy Chief of Staff for Personnel in coordination with the Comptroller of the Army.

30. That related short management courses, particularly those of one week's duration or less, be consolidated and presented as cohesive courses, geared to specific career needs; one should be a comprehensive Army-oriented general management course not to exceed two months in length.

OPERATIONS RESEARCH/SYSTEMS ANALYSIS EDUCATION AND TRAINING

31. That a formal Systems Analysis Specialist Program be established under the direction of the Deputy Chief of Staff for Personnel in coordination with the Assistant Chief of Staff for Force Development.

32. That graduate schooling in operations research/systems analysis, limited to officers in the grades of captain and major, be expanded and concentrated at a limited number of educational institutions which agree to tailor programs to meet Army requirements.

33. That operations research/systems analysis training be included in the core curricula and as a progressive elective in the upper three levels of officer career schooling.

AUTOMATIC DATA PROCESSING TRAINING

34. That a formal Automatic Data Processing Specialist Program be established under direction of the Deputy Chief of Staff for Personnel in coordination with the Special Assistant for Army Information and Data Systems.

35. That automatic data processing instruction in the core curricula of career schools be augmented, relating length of instruction and depth of coverage to branch usage; and that a progressive automatic data processing elective program be offered in selected branch school advanced courses and the Army colleges.

36. That, as soon as practicable, common-type automatic data processing specialist training be concentrated at a single Army facility.

LOGISTICS EDUCATION AND TRAINING

37. That the current regulation on the Logistics Officers Program be revised to specify coordinative action by the Deputy Chief of Staff for Personnel and the Deputy Chief of Staff for Logistics in the derivation of policy, selection of participants, and designation of key positions for the program.

38. That Logistics Officers Program participants selected for senior service college normally attend the Industrial College of the Armed Forces.

39. That the Army Logistics Management Center be renamed the Army Resources Management Institute and its mission expanded to incorporate the current missions of the US Army Management Engineering Training Agency, the US Army Management School, and the Joint Military Packaging Training Center; and that the latter three schools be disestablished.

COUNTERINSURGENCY TRAINING

40. That a modified and enlarged Foreign Area Specialist Program, renamed the Foreign Studies Specialist Program, be established to embrace training in languages, regions, psychological operations, civil affairs, and related subjects; that it absorb the Civil Affairs Specialist Program and be operated under direction of the Deputy Chief of Staff for Personnel in coordination with the Deputy Chief of Staff for Military Operations and the Assistant Chief of Staff for Intelligence.

41. That the US Army John F. Kennedy Center for Special Warfare at Fort Bragg, North Carolina, be expanded and renamed the US Army John F. Kennedy Center for Foreign Studies, with the relocated Civil Affairs School as well as the Special Warfare School under its command; and that an element of the Defense Language Institute also be located at Fort Bragg.

TRAINING IN CBR OPERATIONS AND EMPLOYMENT OF NUCLEAR WEAPONS

42. That nuclear weapons employment (prefix-5 qualification) instruction in branch advanced courses be limited to the hard core curriculum (117 hours) advocated by the proponent school (US Army Artillery and Missile School) and the conduct of all prefix-5 refresher training be by correspondence course administered by that school.

43. That prefix-5 qualification training in branch advanced courses be adjusted annually to meet valid requirements for graduates,

and that initial adjustment be accomplished in FY 67 by discontinuing prefix-5 instruction at the US Army Armor School, and providing it to only 25% of the advanced course students at the US Army Infantry School and 50% of the advanced course students at the US Army Artillery and Missile, Chemical, and Engineer Schools.

44. That the CBR Weapons Orientation Course at Dugway, Utah, be transferred, less its live fire demonstration, to the US Army Chemical School at Fort McClellan, Alabama, during CY 67, and that the live fire demonstration be given at Dugway as required for senior officers and selected civilians.

45. That the Army quotas for the CBR Weapons Orientation Course and the Nuclear Weapons Employment Orientation Course be reduced by 50% beginning in FY 67 and the prerequisites for attendance be rigidly enforced.

FOREIGN LANGUAGE AND AREA TRAINING

46. That a full-time research capability be maintained in the Defense Language Institute to analyze and define linguistic proficiency levels, develop course materials, and assist in the revision of current language aptitude and proficiency tests.

INTELLIGENCE TRAINING

47. That the intelligence orientation and career (advanced) courses presently conducted at the Army Intelligence and Army Security Agency Schools be combined and taught as single courses at the Army Intelligence School; and that the Army Security Agency School be placed under the operational control of the US Army Intelligence School pending a merger of the two schools.

48. That Army officer attendance at the Advanced Intelligence and Defense Intelligence Courses of the Defense Intelligence School be discontinued.

ARMY AVIATION TRAINING

49. That the Army Primary Helicopter School, Fort Wolters, Texas, be placed under the operational control of the Commanding General, Army Aviation Center, Fort Rucker, Alabama.

50. That instructor pilots be school-trained and designated in orders published exclusively by the US Army Aviation School.

51. That the Corps of Engineers be deleted from the list of branches whose officers may participate in the Army Aviation Officer Career Program, but that Engineer officers presently in the program be permitted to remain without transfer.

52. That a progressive career pattern for warrant officer aviators be established, to include, between their sixth and tenth years of service, attendance at a branch-immaterial orientation course of about six weeks' duration, conducted by a combat arms school and covering tactical operations and battalion staff functions.

CIVIL SCHOOLING PROGRAM

53. That the Army establish an objective for 100% of its Regular officers to have a baccalaureate degree; and that, except in unusual circumstances, no officer be accepted into the Regular Army without such a degree.

54. That the Deputy Chief of Staff for Personnel develop more precise measurement factors and standards to assist commanders and staff agencies in determining advanced civilian degree requirements, and the Army Educational Requirements Board in its review and validation of these requirements.

55. That the composition of the Army Educational Requirements Board be revised to include a general officer president and broader staff representation, supplemented by advisors as required, in specialized areas.

56. That advanced degree requirements in each discipline be structured with sufficient initial utilization positions in the grades of captain and major in Table of Organization and Equipment as well as Table of Distribution organizations to support validated reutilization positions in the higher grades.

57. That a program be established for selected enlisted men to complete undergraduate schooling in disciplines particularly required by the Army, followed by attendance at Officer Candidate School.

IMPACT OF JOINT AND DEFENSE SCHOOL SYSTEMS ON THE ARMY SCHOOL SYSTEM

58. That Army career courses not be considered for conversion to Defense courses, since they are integral parts of a sequential educational structure designed to meet Service-unique requirements.

59. That the Army request the Secretary of Defense to designate a central agency through which all educational and training policy guidance is forwarded to the Services.

ALTERNATIVE ORGANIZATIONAL STRUCTURES FOR THE ARMY SCHOOL SYSTEM

60. That, in the interest of enhancing educational-doctrinal relationships in the US Army, and to improve the generation and promulgation of doctrine, the Commanding General, Combat Developments Command, be given command of the Army War College and of the Command and General Staff College; and that agencies of the Combat Developments Command located with related branch and specialist schools be placed under command of center commanders or school commandants as appropriate.

61. That, to increase educational coherence, branch unity, uniformity of schooling, and administrative efficiency, the Command and General Staff College and certain branch and specialist schools be organized under a center concept as depicted in Figures 19 and 20 respectively.

62. That, as a result of the transfer of command responsibility for certain schools and their consequent consolidation, merger or absorption, the Continental Army Command school system be structured as shown in Figure 21.

63. That the overall organizational structure of the Army school system, as shown in Figure 22, be approved.

FACULTY SELECTION, TRAINING, QUALIFICATION, AND ROLE

64. That the tours of key members of the staffs of branch and specialist schools be stabilized to the maximum consistent with overall Army requirements; that more officers with advanced degrees be assigned throughout the school system; and that additional civilian instructors be used in non-military subjects.

65. That a career program be established for Educational Advisors under which they are provided sabbatical leave to engage in graduate study and are rotated within the Army school system.

66. That the Directors of Instruction and Educational Advisors of the Army schools and colleges be convened annually, with distinguished educators as participants, to review and study education in the military school system and the academic world.

STUDENT TESTING AND EVALUATION

67. That the present methods of rating students in numerical order or in third of the class be discontinued and that all Army schools establish a Commandant's List, similar to the Dean's List in civilian colleges, containing names of the upper 10 to 20% of the class; and that Distinguished Graduates and Honor Graduates be designated from this list.

68. That the narrative statement in the Academic Report be completed for graduates of the Army War College, and, at the discretion of the Commandant, for the graduates of other schools.

INNOVATIONS IN EDUCATIONAL PRACTICES AND TECHNIQUES

69. That an educational innovations seminar be conducted biennially commencing in FY 67 for selected faculty members of Army schools, civilian educators, educational research and development specialists, and technical representatives of educational equipment manufacturers.

SCHOOL AND COLLEGE LIBRARIES

70. That The Army Library establish a central records facility for effective dissemination and interchange of information relative to educational material among Army schools and colleges.

SCHOOLING OF FOREIGN OFFICERS

71. That all Military Assistance Advisory Groups, Missions, and military attaches be directed to stress the language training program now existing in their respective countries to improve the English comprehension of prospective foreign students before they come to the United States.

72. That the Army improve the content of foreign student orientation material and arrange, through Military Assistance Advisory Groups, Missions, and attaches, for its distribution to the foreign student prior to his departure from his home country.

73. That foreign students be provided a suitable Identification Booklet in English on arrival at a US Army school, and be presented with a special pocket emblem upon graduation.

REVISION OF AR 350-5

74. That the proposed revision of AR 350-5 which follows be approved.

Army Regulation

No. 350-5

HEADQUARTERS
DEPARTMENT OF THE ARMY
Washington, D.C.

EDUCATION AND TRAINING
MILITARY EDUCATION AND SCHOOLS

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SECTION I. GENERAL

1. Scope. This regulation describes the US Army school system and establishes general provisions governing the military education and individual training of all components of the Army in Defense, joint, and Army schools; schools of other Services and of other nations; and civilian institutions.

2. Definitions.

a. Military education. Individual instruction given to military personnel without regard to the student's assignment or specialty.

b. Individual training. Individual instruction and supervised practice given for the purpose of providing the student with a particular skill or specialty.

c. Schooling. Individual training or education received at an educational institution, military or civilian.

d. Course. A complete series of instructional periods identified by a common title or number.

e. Career course. One of four sequential courses which prepare an Army officer for the general demands of progressive career phases: officer basic course, officer advanced course, command and general staff officer course, and the Army War College resident course.

f. Specialist course. A course given for the purpose of preparing the student for immediate utilization in a particular skill or specialty. Successful completion of a specialist course normally results in the award of an MOS.

g. Mobilization course. A course which contains the minimum fundamental instruction required to insure the student's effective performance in wartime in a particular skill, specialty, or area of professional responsibility. Mobilization courses are utilized by the Reserve Components in peacetime and by all components during mobilization.

h. Refresher course. A course given for the purpose of bringing the student up to date on recent developments or changes in an area of knowledge in which the student has had previous experience or schooling.

i. Orientation course. A course given for the purpose of familiarizing the student with a particular area of knowledge, technique, or materiel.

j. Army school. An educational institution authorized by Headquarters, Department of the Army. With the exception of the US Military Academy, Army schools are classified as Army colleges, branch schools, or specialist schools.

(1) Army college. Either of the two Army schools which present the two highest levels of career courses: the US Army War College and the US Army Command and General Staff College.

(2) Branch school. An Army school which conducts an officer basic and/or advanced course. By reason of its close identification with a branch, the Medical Service Veterinary School is also considered a branch school.

(3) Specialist school. An Army school which does not conduct any officer career course. The Medical Service Veterinary School is an exception by reason of its close identification with a branch. Joint and Defense schools operated by the Army are specialist schools.

k. Proponent. A school which has been assigned responsibility for developing and reviewing instructional material which is primary to its area of academic interest but which is also presented at one or more other schools.

l. Service school or course. A school or course which presents a curriculum developed and approved by a Service to meet a military education and training requirement of that Service.

m. Inter-Service school or course. A school or course utilized by two or more Services/agencies that is administered by a coordinating Service/agency and which presents a curriculum developed in coordination with the participating (using) Services and approved by the coordinating Service.

n. Joint school or course. A school or course utilized by two or more Services that has a joint faculty, and a Director (Commandant) who rotates among the Services and is responsible, under the direction of the Joint Chiefs of Staff, for the development and administration of the curriculum.

o. Defense school or course. A school or course utilized by two or more Services that is administered by a coordinating Service/

agency and which presents a curriculum developed under the policy guidance and approval authority of an agency/element of the Office of the Secretary of Defense.

3. Staff responsibilities.

a. Headquarters, Department of the Army. The Headquarters, Department of the Army, formulates the overall policy governing the military education and training of the Army.

b. Chief, Office of Reserve Components. The Chief, Office of Reserve Components, has general staff responsibility for supervision of military education and training concepts, policies, and programs for individuals and units of the Reserve Components not on active duty, to include the Reserve Officers' Training Corps.

c. Deputy Chief of Staff for Personnel. The Deputy Chief of Staff for Personnel:

(1) Has general staff responsibility for supervision of military education and individual training concepts, policies, and programs for individuals on active duty.

(2) Is responsible for the direction, control, approval of curricula, and operations of the US Military Academy and the US Military Academy Preparatory School.

(3) Is responsible for the operation of the Defense Language Institute and the Defense Information School.

(4) Supervises the Office of Personnel Operations and The Surgeon General in the allocation of quotas for officer career courses and enlisted MOS-producing courses; and The Adjutant General in the allocation of quotas for officer candidate courses.

(5) Formulates the policy governing the general educational development of Army personnel on active duty, and supervises The Adjutant General in monitoring the General Educational Development Program. See AR 621-5.

d. The Surgeon General. The Surgeon General, under the general staff supervision of the Deputy Chief of Staff for Personnel:

(1) Allocates quotas for officer career courses and enlisted MOS-producing courses conducted by the schools under his command.

(2) Is responsible for medical professional training for the Army.

(3) Exercises overall supervision of education and training of commissioned officers of the Army Medical Service.

4. Command Responsibilities.

a. General. Command of schools entails direct supervision and control of all aspects of school operation within overall Department of the Army policies, to include:

(1) Furnishing personnel, funds, facilities, and other resources for required support.

(2) Providing and maintaining a faculty that is adequate in quantity and quality.

(3) Programming training requirements; allocating quotas other than for officer career courses, officer candidate courses, and enlisted MOS-producing courses; scheduling classes; and publishing a consolidated schedule of classes.

(4) Providing doctrinal guidance.

(5) Reviewing and approving programs of instruction.

b. US Continental Army Command (USCONARC). The Commanding General, USCONARC:

(1) Commands the Army schools listed in Appendix I.

(2) Through the continental armies, commands the US Army Reserve Schools.

(3) Designates appropriate schools under his command as proponents for common subjects and common elective programs.

c. US Army Combat Developments Command (USACDC). The Commanding General, USACDC:

(1) Commands the US Army War College and the US Army Command and Staff Center.

(2) Monitors Army instruction presented at the staff and war colleges of the other Services, to insure conformity with Army doctrine.

d. US Army Materiel Command (USAMC). The Commanding General USAMC commands the US Army Resources Management Institute.

e. The Surgeon General. The Surgeon General commands the US Army Medical Field Service School and the US Army Medical Service Veterinary School.

SECTION II. ARMY SCHOOL SYSTEM

5. Importance. The Army school system is second in importance only to the troop units which are the fighting strength of the US Army. It is the principal means of individual education and training for all Army personnel. It is, however, not the only means; military personnel also learn from troop duty, on-the-job training, individual study, information programs, and precepts acquired from their commanders. A balance between methods will be maintained to insure that school courses are not assigned objectives which can better be accomplished by other means.

6. Purpose. The purpose of the Army school system is to prepare selected individuals of all components of the Army to perform those duties which they may be called upon to carry out in war or in peace, to conduct research, to participate in the formulation of military doctrine, and to promote the highest standards of professional military competence.

7. Functions. All schools, or school centers where so designated, will perform the following functions:

a. Procure, train, and provide administrative and logistical support of a staff and faculty and all other units or personnel assigned or attached to the school for duty.

b. Provide administrative and logistical support of all students of the school.

c. Procure, maintain, and operate adequate housing, academic buildings, equipment, training areas, aids, devices, and other facilities, including a printing plant, library, and museum when authorized.

d. Develop instruction in assigned areas of responsibility, to include the conduct of research and the development of procedures, duties, and techniques for the application of approved doctrine, as directed.

e. Prepare, conduct, and administer resident and nonresident courses of instruction, as directed. This will include, when appropriate, the development, reproduction or manufacture, and dissemination of instructional material, training aids, small development requirements for training aids and literature, films, locally fabricated devices, Army graphic training aids, Army training programs, Army subject schedules, Army training tests, MOS evaluation test items and qualification scores, field manuals, technical manuals, and equipment publications.

f. Provide training and support to ROTC and NDCC programs, National Guard units, USAR units, and other training activities as directed.

g. Maintain liaison with local elements of the US Army Materiel Command.

h. Command local elements of the US Army Combat Developments Command, where appropriate.

i. Participate as directed in the development and review of doctrine, organization, and equipment for which responsibility has been assigned. This includes participation in the development of training plans and programs in support of new items of materiel, new organizations, or new tactical and technical concepts.

j. Review, evaluate, and coordinate doctrine, tactics, and techniques prepared by other Army agencies or other military Services, as directed.

k. If designated as a proponent for an instructional area, develop, distribute, review, and up-date pertinent instructional packets for other schools as directed.

l. Provide effective public and military information programs. This includes, when authorized by the Department of the Army, the production and publication of a periodical for the appropriate dissemination of information on new doctrine, tactics, techniques, and materiel.

m. Prepare and maintain long range, emergency, and mobilization plans.

n. Perform such other functions as may be directed.

8. US Army War College.

a. Mission. The mission of the US Army War College is to provide resident and nonresident instruction for senior officers of the Army and other Services in the exercise of command and in the execution of key staff responsibilities at major military and departmental headquarters; to advance the art and science of land warfare in the joint and combined environment; to develop concepts and doctrine for theater Army operations; and to assist in development of Army concepts for terraspatial operations.

b. Functions. In accomplishing this mission, the US Army War College will:

(1) Conduct an Army War College resident course, the objective of which is to enhance the competence of selected officers, with high general officer potential, to assume command responsibilities and to function in key staff assignments in major Army, joint, and combined headquarters and in planning and policy-making positions at the seat of government; to stress Army doctrine and operations against an appropriate background of national strategy and the joint and international environment; and to provide intellectual challenge and an opportunity for individual contribution to the advancement of the art and science of land warfare through student research.

(2) Conduct an orientation course for selected senior officers of the Reserve Components.

(3) Conduct nonresident courses as directed.

9. US Army Command and General Staff College.

a. Mission. The mission of the US Army Command and General Staff College is to provide resident and nonresident instruction for officers of all components of the Army and selected officers from other Services and other countries in the exercise of combined arms command and the functions of the general staff, with emphasis on the Army in the field; to advance military art and science through faculty and student research; and to participate in the development of concepts and doctrine for the operation of Army forces from division through army group.

b. Functions. In accomplishing this mission, the US Army Command and General Staff College will:

(1) Conduct the following resident courses:

(a) Command and general staff officer course, to prepare selected officers for duty as commanders and as principal staff officers with the Army in the field from division through army

group, and at field army support command and theater army support command; to provide these officers with an understanding of the functions of the Army General Staff and of major Army, joint, and combined commands; and to develop their intellectual depth and analytical ability.

(b) Mobilization general staff officer course, to prepare officers of the Reserve Components not on active duty and selected foreign officers for duty as general staff officers, with primary emphasis on the Army in the field (i.e. division through army group, and their combat service support systems) and Army participation in joint and combined operations.

(c) Officer refresher - combat division, to provide refresher training as a unit to commanders and staffs of the Reserve Component armored, mechanized, and infantry divisions, separate brigades, and such other major units as may be designated.

(d) Officer refresher - support command, to provide refresher training as a unit to commanders and staffs of Army Reserve support commands and such other major units as may be designated, to include the principles and techniques of combat service support provided by a communications zone for one or more field armies.

(e) Foreign officer preparatory courses, as required to prepare foreign students for the resident general staff officer courses, and to orient them on the customs and people of the United States.

(2) Conduct nonresident courses as directed.

(3) Act as proponent for progressive elective programs as directed by Department of the Army.

10. US Army Resources Management Institute .

a. Mission. The mission of the US Army Resources Management Institute is to provide resident and nonresident instruction for military and civilian personnel in the functional areas of producer logistics, installation operations, skills and techniques of military management, and equipment preservation, packaging, and transport; to conduct research and develop doctrine in these areas; and to provide associated training materials and services as directed.

b. Functions. In accomplishing this mission, the US Army Resources Management Institute will:

(1) Conduct resident and non-resident courses of instruction for military and civilian personnel in the following areas, as directed:

(a) Producer logistics, to include research and development management, procurement, specification and quality control aspects of production, international logistics, and resource, materiel, and installation management.

(b) Management engineering, practices, and techniques.

(c) Preserving, packaging, packing, and transporting of military supplies and equipment.

(2) Monitor Army instruction presented at the Air Force Institute of Technology, to insure conformity with Army doctrine.

11. Branch schools.

a. Mission. The purposes of Army branch schools are to prepare all officers of the branch and other selected officer and enlisted personnel to perform their duties which they may be called upon to carry out in war and peace with emphasis on the art of leadership; to develop and stir up the standards of performance for instruction and training in all administrative, technical, managerial, staff, or command functions of the branch; to conduct research; and to participate in the formulation of doctrine and the development of procedures, tactics, and techniques for the application of approved doctrine in the operation and training of branch units or other units as directed. These purposes will be incorporated into specific mission statements for each branch school by USCONARC, or where applicable by The Surgeon General.

b. Functions. In accomplishing their assigned missions, branch schools will:

(1) Conduct resident, branch-oriented career courses for officers as directed, including one or more of the following:

(a) Officer basic course, to prepare newly commissioned officers for their first duty assignments; to instill in them a feeling of dignity and confidence, and a sense of duty and obligation for service. Emphasis will be on leadership and on the fundamentals, weapons, equipment, and techniques required at company/battery level. Practical work will be stressed and there will be a minimum of theoretical instruction. A specific statement of the course objectives at each school will be made by USCONARC or The Surgeon General.

(b) Officer mobilization basic course, to prepare officers of the Reserve Components not on active duty for duty assignments at the company/battery level.

(c) Officer advanced course, to prepare officers for command and staff duties at battalion through brigade or comparable levels in both divisional and non-divisional units, with emphasis on the exercise of command at battalion level. Where such command is not applicable, instruction will be directed toward an understanding of command functions, branch responsibilities for command support, and development of managerial and specialist skills. In all cases the course will include instruction in general staff functions and sufficient instruction in division and higher level organization and operations to provide branch perspective and to orient students in activities pertinent to their branch. Elective subjects will be included in the curriculum to provide individual challenge and stress military skills. A specific statement of the course objectives at each school will be made by USCONARC or The Surgeon General.

(d) Officer mobilization advanced course, to prepare officers of the Reserve Components not on active duty for branch command and staff duties at battalion through brigade or comparable levels in both divisional and non-divisional units.

(2) Conduct resident specialist, refresher, and orientation courses for officer and enlisted personnel as directed.

(3) Conduct officer candidate courses as directed.

(4) Be prepared to conduct mobilization versions of resident courses as directed.

(5) Conduct nonresident courses as directed.

12. Specialist schools. The purpose of specialist schools is to present specialist, refresher, and orientation courses for officers and enlisted personnel of all components of the Army and of other Services and nations, where such instruction is not more appropriately conducted at a branch school. This purpose will be restated as a mission for each specialist school by the appropriate commander, and objectives will be specified for each specialist course presented. Courses will be reviewed continuously to insure that they are in fact preparing the students for a particular skill or specialty, that the students require the instruction for their current or next assignment, and that the material presented cannot more properly be incorporated into existing courses at a branch school.

13. US Army Reserve Schools. The US Army Reserve Schools are established and administered by the CG, USCONARC to prepare officers and enlisted personnel of the Reserve Components to perform duties which they may be called upon to perform in time of an emergency. See AR 140-305.

14. Nonresident instruction. Nonresident programs of instruction are conducted by Army schools to provide a means for personnel of all components of the Army to obtain or further their military education, in order to perform effectively those duties which they may be called upon to carry out in peace or war; to provide the basis for the award of point credits under various retirement programs for Reserve Component personnel; and to provide training and education which must be completed as a condition for promotion of Reserve Component personnel not on active duty. See AR 350-60 and DA Pamphlet 350-60.

SECTION III. EDUCATION LEADING TO COMMISSION

15. US Military Academy.

a. Mission. The mission of the US Military Academy is to instruct and train the Corps of Cadets so that each graduate will have the qualities and attributes essential to his progressive and continued development throughout a career as an officer of the Regular Army.

b. Supervision and control. The US Military Academy is under the immediate supervision and control of the Department of the Army, exercised through the Superintendent, in whom is vested the immediate government and military command of the US Military Academy.

c. Curriculum. Courses will include academic education and military training covering a period of four years and will be of scope and content as determined by the Department of the Army upon the recommendation of the Superintendent. In general, courses of instruction and training will be designed to develop the character and the personal attributes essential to an officer, to provide a broad collegiate education in the arts and sciences leading to the bachelor of science degree, and to provide a broad basic military education.

16. Officer Candidate Schools. Officer candidate schools are conducted by designated branch schools under the command of CG, USCONARC to prepare selected individuals for appointment as commissioned officers in the US Army Reserve and for duty as second lieutenants in the US Army. See AR 350-50, AR 140-50, and AR 601-226.

17. National Guard officer candidate training. Operation of officer candidate programs for the National Guard is governed by the provisions of National Guard Regulation 46.

18. Reserve Officers' Training Corps.

a. The Reserve Officers' Training Corps (ROTC) Program is conducted in four-year degree granting institutions and military junior colleges, and offers the opportunity for college students to obtain a commission upon graduation.

b. See AR 145-5 and AR 145-350.

SECTION IV. OTHER SCHOOLS

19. Schools of other military Services. To promote interservice understanding or to acquire a skill or specialty not taught in Army schools, selected officers and enlisted personnel will attend schools and courses under the control of the other US military Services.

20. Joint colleges. Selected officers will attend the joint colleges to prepare them for the exercise of joint, high-level policy, command and staff functions, and the performance of strategic planning duties. See AR 350-101.

21. Schools of foreign nations. Selected officers will pursue courses of instruction at schools of foreign nations on an invitational basis to broaden their experience by a close relationship with the language, techniques, and staff procedures of other armies.

22. Civilian institutions. Selected officers and enlisted personnel may receive training in civilian educational, commercial, or industrial institutions when such training is not available in Army schools or schools of the other military Services. See AR 350-200.

SECTION V. SELECTION AND RECOGNITION OF STUDENTS

23. General.

a. The following categories of personnel are eligible to attend Army schools:

(1) Active Army personnel.

(2) Active duty military personnel of other US military Services.

(3) Personnel of the Reserve Components of all US military Services.

(4) Military students from nations participating in the Military Assistance Program or from other friendly nations, when such training is determined to be in the best interests of the United States.

(5) Civilian personnel employed by the US military Services and by other US Government agencies.

(6) Civilian personnel of industrial or research organizations under contract to the US Government when such training is not otherwise available and is considered by contracting agencies to be essential for fulfillment of the contract.

b. Detailed policies governing the selection and assignment of personnel to schools or courses are contained in AR 350-2, AR 611-215, DA Pamphlet 20-21, DA Pamphlet 600-3, and other regulations of the 350, 601, and 611 series.

24. Officer career schooling.

a. Officer basic course. As soon as possible after entry on active duty newly commissioned officers, except graduates of officer candidate schools, will attend the basic course of their duty branch. For Regular Army officers the course length will be six weeks (five for Infantry officers) plus eight weeks of Ranger training. For non-Regular Army officers the length of the basic course will not exceed nine weeks, and Ranger training will not be required.

b. Officer advanced course. Between the fourth and ninth years of service where possible, all officers will attend the advanced course of their branch for a period not to exceed one academic year. Except in special cases, such as the Army Medical Corps, only captains will attend the advanced course.

c. Command and general staff officer course. Between the ninth and fifteenth years of service, selected lieutenant colonels and majors will attend the command and general staff course or its equivalent for a period not to exceed one academic year.

d. Army War College resident course. Between the fifteenth and twenty-third years of service, selected colonels and lieutenant

colonels will attend the Army War College resident course or its equivalent for a period not to exceed one academic year.

25. Prerequisites for career schooling.

a. Officer career schools are normally sequential, i.e. successful completion of one level of schooling is a prerequisite for attendance at the next higher level. This requirement may be waived in special cases.

b. Prerequisites for completion of resident and/or non-resident career courses by officers of the Reserve Components will approximate those for officers of the Active Army, but may be adjusted by the Chief, Office of Reserve Components, in coordination with the Deputy Chief of Staff for Personnel.

26. Diplomas and certificates. Diplomas will be issued to all students upon successful completion of resident and nonresident school courses of three or more weeks' duration. Certificates of completion will be issued for successful completion of courses of less than three weeks. Diplomas and certificates will be issued to foreign students in accordance with AR 551-50. Equivalent knowledge diplomas may be issued at the discretion of the commandant to instructors or staff members of Army schools and to other military personnel when equivalent knowledge has been demonstrated by tests or other appropriate means.

27. School notations.

a. Officer. Notations will be entered in appropriate personnel records and in the Army Register for officers who have successfully graduated from joint colleges, colleges of other Services or nations, Army colleges, advanced courses, the US Military Academy, and civilian colleges or universities when a degree is given.

b. Enlisted. Notations will be entered on DA Form 20 and certificates of discharge for enlisted personnel to indicate satisfactory completion of those courses of instruction for which diplomas or certificates of completion were issued. Notations will record proficiencies attained in military occupational specialties and will be made for attendance during current or previous enlistment.

APPENDIX I

USCONARC SCHOOLS

Branch schools

US Army Adjutant General School
US Army Air Defense School
US Army Armor School
US Army Artillery and Missile School
US Army Chaplain School
US Army Chemical School
US Army Engineer School
US Army Finance School
US Army Infantry School
US Army Intelligence School
US Army Judge Advocate General School
US Army Military Police School
US Army Ordnance School
US Army Quartermaster School
US Army Security Agency School
US Army Signal School
US Army Southeastern Signal School
US Army Transportation School
US Women's Army Corps School

Specialist schools

US Army Aviation School
US Army Civil Affairs School
US Army Combat Surveillance School
US Army Missile and Munitions School
US Army Primary Helicopter School
US Army Special Warfare School

SECTION VII

SUBJECTS FOR FURTHER STUDY

182. The terms of reference of the Board charged it with recommending for further study any problems arising from its deliberations, but not falling directly within its purview. It is a cardinal point of Army philosophy and oft-repeated policy that the Army is "people." The Board in its extended study has examined only the officer segment of the Army's training and educational mission. Most Army schools, however, are attended by both officers and enlisted men, and increasingly by civilians. The Board has kept the latter two categories of Army people in mind during its entire study so that adjustments made in the school system would not have an adverse effect on their schooling. Yet the magnitude of the Board's task and its focus on officer training and education did not permit detailed examination of enlisted and civilian schooling.

Training of Enlisted Men and Enlisted Women

183. Despite the fact that enlisted students in Army schools outnumber officer students four to one, enlisted training has not been subjected to the depth of study that has been accorded officer education and training. The value and relationship of courses at Army schools to the career patterns of enlisted personnel would constitute a large and profitable study. In light of the importance of well-trained and highly motivated enlisted men and women, the Board believes that a thorough study of their training and career patterns should be made.

Schooling of Department of the Army Civilians

184. The trend in the schooling of Department of the Army civilians has been toward an increase in scope, variety, and number of subjects, without any apparent relation to a structured career pattern. The Board recognizes that the education and training of Civil Service personnel is not an exclusive responsibility of the Department of the Army; however, the Army is deeply involved in the formal schooling of its employees. They attend both civilian and military schools, although the trend is toward the satelliting of civilian courses on Army schools. This added load on the Army school system may or may not be justified in terms of its impact on the education and training of military personnel and the appropriateness of the instruction for civilians. As part of or a follow-on to the Special Study of Civilian Career Management now in progress, a thorough review and examination of schooling of Department of the Army civilians appears warranted.

CONARC Missions and Organization

185. After only limited investigation of Continental Army Command (CONARC) activities peripheral to individual training, the Board is impressed with the scope, complexity and diversity of CONARC's missions. Deeply involved in contingency planning as the Army component of two US Unified Commands, CONARC is also directly charged with organization, training and readiness of units of the Active Army; support of Reserve Component units and individuals; operation of the ROTC program; area support and housekeeping for major Army commands; command of Continental US armies; and a host of other activities. The Board believes that CONARC is overextended and that study is warranted toward reducing its span of control. In the Board's view, such further study would logically be based on the organizational structure for CONARC schools as presented in its report, and proceed with examination of other CONARC missions.

Education and Training of Army Officers

186. Considering the explosion of knowledge that is taking place, new and unforeseen requirements for education and training will arise, and will inevitably reshape the structure and operation of the school system. Even now, numerous studies are being made which will impinge on the recommendations included in this report. The Board recommends that, in addition to the continuous scrutiny and review inherent in the Army school system, a formal review of the system for officer education and training be conducted in eight to ten years.

Ralph E. Haines, Jr.
RALPH E. HAINES, JR.
Lieutenant General, USA
President

Charles Billingslea
CHARLES BILLINGSLEA
Major General, USA
Member

Jack E. Babcock
JACK E. BABCOCK
Brigadier General, USA
Member

Charles B. Smith
CHARLES B. SMITH
Brigadier General, USA
Member

Lloyd E. Patch
LLOYD E. PATCH
Colonel, Infantry
Member

Mahlon E. Gates
MAHLON E. GATES
Colonel, Corps of Engineers
Member

Newton J. Heuberger
NEWTON J. HEUBERGER
Colonel, Infantry
Member

William G. Applegate
WILLIAM G. APPLEGATE
Colonel, Transportation Corps
Member

Leonard S. Lee
LEONARD S. LEE
Lt Colonel, AGC
Member

Kibbey M. Horne
KIBBEY M. HORNE
Lt Colonel, Armor
Member

Henry C. Newton
HENRY C. NEWTON
Brigadier General (Retired)
Consultant

Thornton L. Page
THORNTON L. PAGE
Consultant

ANNEX A

BACKGROUND INFORMATION

APPENDIX 1

COMPOSITION OF THE BOARD

1. The Board was composed of the following members:

Ralph E. Haines, Jr., Lieutenant General USA, 019849. US Military Academy (BS 1935), Armed Forces Staff College 1948, US Army War College 1951, National War College 1958. President.

Charles Billingslea, Major General USA, 020367. US Military Academy (BS 1936), Harvard Advanced Management Program 1957, US Army War College 1953, National War College 1958. USACDC Representative.

Charles Bradford Smith, Brigadier General USA, 022113. US Military Academy (BS 1939), US Army Command and General Staff College, 1944, Army and Navy Staff College 1945, US Army War College 1954. USCONARC Representative.

Jack E. Babcock, Brigadier General USA, 021413. University of Washington (BS 1937), Georgetown University (PhD 1954), US Army Command and General Staff College 1944, Industrial College of the Armed Forces 1946, NATO Defense College 1952. USAMC Representative.

William G. Applegate, Colonel, Transportation Corps, 080542. University of Maryland (BS 1965), US Army Command and General Staff College 1959, Industrial College of the Armed Forces 1964. DCSLOG Representative.

Mahlon E. Gates, Colonel, Corps of Engineers, 024685. US Military Academy (BS 1942), University of Illinois (MS 1948), Harvard Advanced Management Program 1965, US Army Command and General Staff College 1957, US Army War College 1962. DCSPER Representative.

Newton J. Heuberger, Colonel, Infantry, 035476. University of Florida (BSBA 1940), George Washington University (MA 1963), US Army Command and General Staff College 1954, Naval War College 1963. COA Representative.

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Lloyd E. Patch, Colonel, Infantry, 081921. Boston University (BSBA 1938), US Army Command and General Staff College 1956, US Army War College 1962. CORC Representative.

Kibbey M. Horne, Lieutenant Colonel, Armor, 028057. US Military Academy (BS 1946), Universitat Heidelberg (Dolmetscher Diplom 1952), Georgetown University (PhD 1966), US Army Command and General Staff College 1961. ACSFOR Representative.

Leonard S. Lee, Lieutenant Colonel, AGC, 084456. College of the City of New York (BBA 1942), University of Maryland (BA 1961), US Army Command and General Staff College 1964. OTAG.

2. The following individuals served as full-time consultants to the Board for extended periods of time:

John H. Crowe, Colonel, Artillery, 032986. US Naval Academy (BS 1939), Johns Hopkins University (MS 1949), US Army Command and General Staff School 1945, US Army War College 1960.

Henry C. Newton, Brigadier General USAR, Retired. Fellow of the American Institute of Architects. LLD Norwich University, LLD St. Anselm College. Former Director, The Military Assistance Institute. Chairman of the Board, Marymount College of Virginia.

Thornton L. Page. Yale University (BS 1934), Oxford (PhD 1938), Wesleyan University (MA 1959). Former Deputy Director Operations Research Office of Johns Hopkins University. Professor of Astronomy, Wesleyan University; National Academy of Sciences Research Associate at Smithsonian Astrophysical Observatory and Harvard University.

3. Mr. William G. Bell of the Office of the Chief of Military History was of material assistance to the Board in the editing and indexing of the report, as well as in the area of historical research.

ANNEX A

BACKGROUND INFORMATION

APPENDIX 2

TERMS OF REFERENCE

1. The Board was established by Department of the Army letter, 20 May 1965, a copy of which follows. This letter directed the mission, composition, and administrative procedures for the Board. Members of the Board were appointed by Department of the Army letter, 23 June 1965 as amended by Department of the Army letter, 13 July 1965.

2. Specific areas of inquiry are designated in paragraph 2 of the letter.



HEADQUARTERS
DEPARTMENT OF THE ARMY
OFFICE OF THE ADJUTANT GENERAL
WASHINGTON, D.C. 20310

IN REPLY REFER TO
AGAO-L (12 May 65)

20 May 1965

SUBJECT: Department of the Army Board to Review Army Officer Schools

TO: Each Officer Concerned
(SEE DISTRIBUTION)

1. You have been appointed to a Department of the Army board to review the system of officer education and training. The board will meet at the call of the president at Headquarters, Department of the Army, The Pentagon, Washington, D. C. This letter is to acquaint you with the board's purpose and terms of reference.

2. The board will:

a. Determine the adequacy and appropriateness of the present system for education and training of Army officers at service schools, service colleges, and civilian institutions, for the period 1965-1975.

b. Review the subject matter being taught to insure that proper emphasis is being placed upon command responsibilities and functions, while meeting the necessary requirements for specialized knowledge.

c. Review the operation of those Defense and joint schools and courses which are conducted by the Army for objectives, adequacy, inter-relationship, appropriateness and efficiency.

d. Examine particularly the following:

(1) Curricula as compared against the objectives of the course and the proper utilization of the graduates.

(2) Faculty selection, training, qualification, and role.

(3) The requirement for special training for senior officers (colonel and above) in such fields as automatic data processing, resource utilization (management), systems analysis, counterinsurgency, civil affairs, and employment of tactical nuclear weapons, whether by regular school courses or by senior refresher or familiarization courses.

(4) The adequacy and appropriateness of training in command responsibilities and functions, resource utilization (management), operations research, comptroller activities, maintenance,

SUBJECT: Department of the Army Board to Review Army Officer Schools counterinsurgency, civil affairs, and foreign languages in the present school system.

(5) Consideration of the functional and career system data and recommendations from Project TECSTAR.

(6) The impact on the school system of planned reorganization under such studies as COSTAR.

(7) The validity of the current concept of conducting regular and associate courses, and the role of extension courses in officer training.

(8) The adequacy of the present organizational structure of the school system, specifically with respect to feasibility and desirability of consolidating all schools under USCONARC, including those operated by USAMC, The Surgeon General, and the Judge Advocate General.

(9) Formalization of the command and control channels for those joint and Defense schools and courses which are conducted by the Army, specifically with respect to the roles of Department of Defense, Department of the Army, and USCONARC.

(10) Consideration of schools or courses which might be eliminated, consolidated, or more appropriately conducted by a civilian institution.

(11) Consideration of prerequisites for attendance at C&GSC and higher colleges.

(12) Training requirements for newly commissioned officers, taking into consideration sources of new officers and the requirement for attendance at the basic officers' course.

(13) Examination of doctrinal responsibilities of the service colleges.

e. Review the requirements for service school and service college graduates, the capabilities of the school system to produce these graduates, the timing of attendance with respect to professional career assignments, and the appropriateness of present college quotas by arms and services as well as quotas to Army Reserve and National Guard components and to foreign governments.

f. Consider such other matters as bear directly upon the adequacy and efficiency of the Army system of education and training.

SUBJECT: Department of the Army Board to Review Army Officer Schools

g. Recommend for further study any problems arising from the deliberation of the board, but not falling under the purview of the board.

3. A civilian educator will be appointed as a voting member of the board at a later date. In addition TAGO will select two recorders who will serve on the board without vote.

4. The board is authorized to:

a. Call upon any agency of the Department of the Army for information and assistance.

b. Request the appearance of individuals in order to obtain personal views or opinions.

c. Visit Army operated schools and installations necessary to the accomplishment of its mission.

5. Administration. The board shall:

a. Be authorized such personnel, operating headquarters, and administrative support as are essential for the performance of the board's functions.

b. Meet at the call of the president.

c. Establish its own rules of procedure.

6. Phasing.

a. The tentative starting date for the board is 6 July 1965. The proposed schedule is that the Department of the Army staff representatives will meet starting 15 June 1965 to prepare an outline working plan, collect the necessary research files, and initiate the supporting studies required from individual staff agencies. After completion of the preliminary administrative requirements and approval of the outline plan by the president of the board, the board will meet in full session at the call of the president.

b. The board will complete its study and submit a report of its findings and recommendations to the Chief of Staff of the Army as soon as practicable, and not later than 1 December 1965.

BY ORDER OF THE SECRETARY OF THE ARMY:

/s/J. C. Lambert
J. C. LAMBERT
Major General, USA
The Adjutant General

DISTRIBUTION: Omitted

ANNEX A

BACKGROUND INFORMATION

APPENDIX 3

INSTALLATIONS VISITED AND INDIVIDUALS INTERVIEWED

1. The following is a list of schools, colleges, commands, and other installations and agencies visited by the Board, together with the principal representatives interviewed at each.

ARMY COLLEGES AND ACADEMIES

US Army War College, Carlisle Barracks, Pennsylvania
Major General Eugene A. Salet, USA, Commandant
Brigadier General Jaroslav T. Folda, Jr., USA, Asst Commandant
Colonel Wilmot R. McCutchen, CE, Dir of Instruction and Research

US Army Command and General Staff College, Fort Leavenworth, Kansas
Major General Harry J. Lemley, Jr., USA, Commandant
Brigadier General Elias C. Townsend, USA, Assistant Commandant

United States Military Academy, West Point, New York
Major General James B. Lampert, USA, Superintendent
Brigadier General Richard P. Scott, USA, Commandant of Cadets
Brigadier General John R. Jannarone, USA, Dean
Colonel George A. Lincoln, Professor, Department of Social Sciences

ARMY BRANCH SCHOOLS

US Army Adjutant General School, Fort Benjamin Harrison, Indiana
Colonel Nathan H. Hixon, AGC, Commandant
Colonel Richard L. Richardson, AGC, Assistant Commandant

US Army Air Defense School, Fort Bliss, Texas
Colonel John Alfrey, Arty, Deputy Assistant Commandant
Colonel Max M. Kallman, Arty, Director of Instruction

US Army Armor School, Fort Knox, Kentucky
Major General Andrew J. Boyle, USA, Commandant
Brigadier General Albin F. Irzyk, USA, Assistant Commandant

US Army Artillery and Missile School, Fort Sill, Oklahoma
 Major General Harry J. Critz, USA, Commandant
 Brigadier General John S. Hughes, USA, Assistant Commandant

US Army Chaplain School, Fort Hamilton, New York
 Chaplain (Colonel) William J. Reiss, USA, Commandant
 Chaplain (Colonel) Edward J. Saunders, USA, Deputy Commandant

US Army Chemical School, Fort McClellan, Alabama
 Colonel Edwin G. Pike, Cml C, Commandant
 Colonel Roy H. Berger, Cml C, Assistant Commandant

US Army Civil Affairs School, Fort Gordon, Georgia
 Colonel William P. Wansboro, Inf, Commandant
 Colonel Jay W. Wright, CMP, Assistant Commandant
 (Colonel William R. Swarm, Ex-Commandant, CA&MG School)
 Major David E. Farnham, Operations Officer

US Army Engineer School, Fort Belvoir, Virginia
 Major General Frederick J. Clarke, USA, Commandant
 Brigadier General Raymond J. Harvey, USA, Assistant Commandant

US Army Finance School, Fort Benjamin Harrison, Indiana
 Brigadier General Lawrence B. Markey, USA, Commanding General
 and Commandant
 Colonel Charles A. McIntosh, FC, Assistant Commandant

US Army Infantry School, Fort Benning, Georgia
 Major General Robert H. York, USA, Commandant
 Brigadier General George I. Forsythe, USA, Asst Commandant
 Colonel Herbert E. Wolff, Inf, Director of Instruction

US Army Intelligence School, Fort Holabird, Maryland
 Major General Charles F. Leonard, Jr., USA, Commandant
 Colonel Peter N. Derzis, AIS, Assistant Commandant

US Army Military Police School, Fort Gordon, Georgia
 Colonel Karl W. Gustafson, MPC, Commandant
 Major Donald T. Cameron, MPC, Assistant Commandant

US Army Ordnance School, Aberdeen Proving Ground, Maryland
 Brigadier General David W. Heister, USA, CG and Commandant
 Colonel Edward E. Beda, Ord, Assistant Commandant

US Army Quartermaster School, Fort Lee, Virginia
 Major General Hugh Mackintosh, USA, Commandant
 Colonel Lloyd E. Hirschorn, QMC, Assistant Commandant

US Army Security Agency School, Fort Devens, Massachusetts
 Colonel Kenneth R. Lindner, Inf, Commandant
 Colonel William T. Riley, Jr., AIS, Assistant Commandant

US Army Signal Center and School, Fort Monmouth, New Jersey
 Brigadier General Harold M. Brown, USA, CG and Commandant
 Colonel Donald L. Adams, Sig C., Assistant Commandant

US Army Southeastern Signal School, Fort Gordon, Georgia
 Colonel Raymond H. Bates, Sig C., Commandant
 Colonel Jerald Carlisle, Sig C., Assistant Commandant

US Army Transportation School, Fort Eustis, Virginia
 Major General William N. Redling, USA, Commandant
 Colonel Arnold A. Berglund, TC, Assistant Commandant

US Women's Army Corps School, Fort McClellan, Alabama
 Lieutenant Colonel Elizabeth P. Hoisington, WAC, Commandant
 Lieutenant Colonel Marie Kehrner, WAC, Assistant Commandant

Medical Field Service School, Fort Sam Houston, Texas
 Major General George M. Powell, Commanding General, Brooke Army
 Medical Center
 Colonel Glenn J. Collins, MC, Commandant
 Colonel Frank A. Neuman, MC, Assistant Commandant

The Judge Advocate General's School, US Army, Charlottesville, Virginia
 Colonel John W. Burtchael, JAG, Commandant
 Lieutenant Colonel George B. Barrett, JAG, Secretary

ARMY SPECIALIST SCHOOLS

US Army Aviation School, Fort Rucker, Alabama
 Major General John J. Tolson, USA, Commandant
 Colonel George W. Putnam, Arty, Assistant Commandant

US Army CBR Weapons Orientation Course, Dugway Proving Ground, Utah
 Colonel Frank V. Williams, Cml C, Commandant
 Lieutenant Colonel Robert W. Lane, Cml C, Dir of Instruction

US Army Combat Surveillance School, Fort Huachuca, Arizona
 Colonel Harold F. Via, Arty, Commandant

US Army Logistics Management Center, Fort Lee, Virginia
 Colonel Joseph P. Alexander, Jr., QM, Commandant
 Colonel William T. Gleason, Inf, Deputy Commandant

US Army Management School, Fort Belvoir, Virginia
Colonel Walter W. Wendt, Inf, Commandant
Colonel E. Dale Bryson, AGC, Director, Plans and Research

US Army Management Engineering Training Agency, Rock Island Arsenal,
Rock Island, Illinois
Mr. A. Lynn Bryant, Director
Mr. James O. Jensen, Associate Director

US Army Ordnance Guided Missile School, Redstone Arsenal, Alabama
Colonel William J. Macpherson, Ord, Commandant
Colonel Hobart V. Smith, Ord, Assistant Commandant

US Army Primary Helicopter School, Fort Wolters, Texas
Colonel Kemuel K. Blacker, Arty, Commandant
Lieutenant Colonel Daniel C. Prescott, Inf, Assistant Commandant

US Army Special Warfare School, Fort Bragg, North Carolina
Brigadier General Joseph W. Stilwell, USA, Commandant
Colonel James B. Bartholomees, Inf, Assistant Commandant

Joint Military Packaging Training Center, Aberdeen Proving Ground,
Maryland
Mr. C. Y. Best, Director
Mr. R. E. Sharrock, Deputy Director

Defense Information School, Fort Benjamin Harrison, Indiana
Colonel John J. Christy, Inf, Commandant

Defense Language Institute, US Naval Station, (Anacostia Annex),
Washington, D.C.
Colonel Jack M. Duncan, Inf, Deputy Director
Commander Alan M. Hazen, USN, Chief, Training Division

Defense Language Institute, West Coast Branch, Presidio of
Monterey, California
Colonel Richard J. Long, Arty, Commandant

OTHER ARMY COMMANDS AND AGENCIES

(* indicates headquarters itself not visited)

US Continental Army Command, Fort Monroe, Virginia
General Paul L. Freeman, Commanding General
Lieutenant General Harvey H. Fischer, Deputy Commanding General
Major General John J. Caughey, Dep Ch of Staff, Individual Training

First US Army

Lieutenant General Thomas W. Dunn, Commanding General
Brigadier General John T. Corley, Chief of Staff

Second US Army *

Lieutenant General William F. Train, Commanding General

US Army Pacific, Fort Shafter, Hawaii *

General John K. Waters, Commander in Chief

US Army Materiel Command, Washington, D.C.

General Frank S. Besson, Jr., Commanding General

US Army Combat Developments Command, Fort Belvoir, Virginia

Lieutenant General Ben Harrell, Commanding General
Brigadier General George B. Pickett, Jr., Chief of Staff

US Army Combat Developments Command Experimentation Center, Fort Ord, California

Brigadier General Leland G. Cagwin, Commanding General

US Army Air Defense Command, Ent Air Force Base, Colorado

Lieutenant General Charles B. Duff, Commanding General
Major General Tom R. Stoughton, Deputy Commanding General

US Army Security Agency, Arlington, Virginia

Brigadier General Charles J. Denholm, Commanding General

JOINT AND DEFENSE SCHOOLS AND COLLEGES

Armed Forces Staff College, Norfolk, Virginia

Rear Admiral L. R. Daspit, USN, Commandant
Colonel Thomas Dooley, Deputy Commandant, Instruction

Atomic Weapons Training Group, Field Command, Defense Atomic Support Agency, Sandia Base, Albuquerque, New Mexico

Rear Admiral R. C. Johnson, Commander Field Command
Colonel J. M. Edmunds, USA, Commandant Training Group

Defense Intelligence School, US Naval Station (Anacostia Annex), Washington, D.C.

Colonel Lee Wallace, Inf, Commandant

Defense Weapons Systems Management Center, Wright-Patterson Air Force Base, Dayton, Ohio

Colonel John F. Harris, USAF, Commandant

Department of Defense Computer Institute, US Naval Station (Washington Naval Yard Annex), Washington, D. C.

Captain Alfred J. Henry, USN, Commanding Officer, Naval Command Systems Support Activity

Industrial College of the Armed Forces, Fort Lesley J. McNair, Washington, D.C.

Lieutenant General August Schomburg, Commandant
Major General William S. Steele, USAF, Assistant Commandant
Colonel Charles F. Austin, Inf, Plans, Policy & Curricula Office

Institute for Defense Analysis, 400 Army Navy Drive, Arlington, Virginia
Brigadier General Sidney F. Giffin, USAF, (Retd), Director,
Defense Education Program

Doctor William A. Niskonen, Director, Economic and Political
Studies Div, and Member, Defense Education Program Committee

Military Assistance Institute, Arlington Towers, Arlington, Virginia
Brigadier General Royal Reynolds, Jr., Director, Military
Assistance Institute

National War College, Fort Lesley J. McNair, Washington, D.C.

Vice Admiral Fitzhugh Lee, USN, Commandant
Major General Avelin P. Tacon, Jr., USAF, Deputy Commandant for
Academic Affairs

SCHOOLS AND COLLEGES OF OTHER SERVICES

Air Force Institute of Technology, Wright-Patterson AFB, Dayton, Ohio
Major General Cecil E. Combs, USAF, Commandant

School of Systems and Logistics, Wright-Patterson AFB
Doctor Leslie M. Norton, Professor of Political Science

Air University, Maxwell Air Force Base, Alabama
Lieutenant General John W. Carpenter III, USAF Commander

Naval War College, Newport, Rhode Island
Rear Admiral Francis E. Nuessle, USN Chief of Staff
Colonel Harold B. Ayres, Senior Army Advisor

Marine Corps Schools, Quantico, Virginia
Lieutenant General Frederick L. Wieseman, USMC Commanding General
Colonel C. B. Drake USMC, Commanding Officer, The Basic School
Colonel J. M. Platt USMC, Director, Marine Corps Command and
Staff College

Colonel Arthur H. Haake, USMC, Commanding Officer, Officer
Candidate Schools

United States Air Force Academy, Colorado Springs, Colorado
Lieutenant General Thomas S. Moorman USAF, Superintendent
Colonel Peter R. Moody, Associate Dean for Humanities and
Social Sciences

United States Naval Academy, Annapolis, Maryland
Rear Admiral Draper L. Kauffman USN, Superintendent
Dr. A. Bernard Drought, Academic Dean

CIVILIAN COLLEGES AND UNIVERSITIES

The Citadel, Charleston, South Carolina
General (Ret) Hugh P. Harris, President
Major General (Ret) Reuben H. Tucker, III, Commandant

Harvard University, Cambridge, Massachusetts
Dean J. P. Elder, Graduate School of Arts and Sciences
Professor Samuel P. Huntington, Faculty of Public Administration,
Government
Associate Dean Carl Kaysen, Faculty of Public Administration,
Political Economy
Professor Arthur A. Maass, Chairman of the Dept of Government
Professor Edward S. Mason, Center of International Affairs
Professor Robert W. Merry, Chairman of the Doctoral Program,
Harvard Business School
Dean John U. Monro, Harvard College
Professor Thomas C. Shelling, Center for International Affairs,
Economics

Massachusetts Institute of Technology, Cambridge, Massachusetts
Major General (USAF, Retd) James McCormack, Vice President
Professor M. J. Holley, Civil Engineer Department
Doctor Paul E. Brown, Center for Advanced Engineering Study
Lt Col James W. Gilland, Professor of Military Science

Syracuse University, Army Comptrollership School, Syracuse, New York
Major General (Retd) James B. Quill, Director
Dr. Robert G. Cox, Dean
Colonel Raymond C. Wittmayer, Professor of Military Science

Teachers College, Columbia University, New York, New York
Doctor John H. Fischer, President
Dean Wells Foshay, Ass't Dean for Research and Field Services

Dean R. L. Schaefer
Professor Edward Green, Head of Institute of Technology
Professor Louis Forsdale, Head of English Department
Professor Sidney Forman, Librarian

University of Arizona, Tucson, Arizona
Colonel Walter H. Clifford, Professor of Military Science

Texas A & M University, College Station, Texas
Major General (USAR-Ret) J. Earl Rudder, President

INDUSTRIAL CORPORATIONS AND
MANAGEMENT SCHOOLS CONDUCTED BY THEM

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Mr. C. R. Thompson, Data Communications Training Administrator,
Cooperstown, New York
Mr. Benjamin H. Oliver, Jr., Vice President, Government
Communications, Washington, D. C.
Mr. G. T. Bowden, Management Research Supervisor, New York, N. Y.

Arthur D. Little Incorporated, Cambridge, Massachusetts
Lieutenant General (Ret) James M. Gavin, Chairman of the Board
Dr. Charles C. Halbower, Project Director

Chrysler Corporation, Detroit, Michigan
Mr. R. F. Bowers, Director, Personnel Relations, Corporate Personnel

E. I. DuPont de Nemours, Wilmington, Delaware
Mr. G. G. Mitchell, Director, Employee Relations Department

Ford Motor Company, Ford Division, Dearborn, Michigan
Mr. M. S. McLaughlin, Assistant General Manager

General Electric Management School, Crotonville, New York
Mr. Richard J. Anton, Manager, Management Development and Business
Education Service, New York, New York
Mr. Arthur Fickel, Crotonville, New York
Mr. Charles A. Wood, Washington, D. C.

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Miss Betty A. Duval, Manager, Personnel Development

General Motors Corporation, Detroit, Michigan
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Mr. George A. Jacoby, Director of Personnel Relations
Mr. Fred J. Archibald, Washington, D. C.

International Business Machine Corporation, Sands Point, New York
Mr. S. L. McElroy, Director of Executive Development
Mr. R. A. Pfeiffer, Vice President, Federal Region

OTHER AGENCIES

American Council on Education, Washington, D. C.
Dr. Logan Wilson, President
Dr. Edward L. Katzenbach, Jr., Director of Commission on
Administrative Affairs
Dr. John F. Morse, Director of Commission on Federal Regulations

American Management Association, Hamilton, New York
Mr. Lawrence A. Appley, President

The Rand Corporation, Santa Monica, California
Mr. Frank Collbohn, President

Research Analysis Corporation, McLean, Virginia
Dr. Hugh Cole, Vice President
Dr. Nicholas Smith, Head, Advanced Research Department
Dr. Clive Whittenbury, Head, Science and Engineering Department

Stanford Research Institute, Palo Alto, California
Dr. William C. Pettijohn

System Development Corporation, Research and Technology Division,
Santa Monica, California
Dr. John Coulson, Senior Research Leader

2. The following is an abbreviated list of individuals who
briefed the Board or were interviewed by it. Space prohibits in-
cluding the many others who were of material assistance to the Board.

DEPARTMENT OF THE ARMY STAFF

Lieutenant General Charles H. Bonesteel III, Director of Special
Studies, OCSA
Lieutenant General William F. Cassidy, Chief of Engineers
Lieutenant General Theodore J. Conway, Assistant Chief of Staff for
Force Development
Lieutenant General William W. Dick, Jr., Chief of Research & Development
Lieutenant General Robert Hackett, Comptroller of the Army
Lieutenant General Leonard D. Heaton, The Surgeon General
Lieutenant General Lawrence J. Lincoln, Deputy Chief of Staff for Logistics

Lieutenant General Vernon P. Mock, Deputy Chief of Staff for Military Operations
 Lieutenant General James L. Richardson, Jr., Deputy Chief of Staff for Personnel
 Lieutenant General W. H. S. Wright, Chief, Office of Reserve Components
 Chaplain (Major General) Charles E. Brown, Chief of Chaplains
 Major General John J. Davis, Assistant Chief of Staff for Intelligence
 Major General David P. Gibbs, Chief of Communications and Electronics
 Major General William C. Maneke, Chief of Finance
 Major General Hiram D. Ives, The Inspector General
 Major General Joe C. Lambert, The Adjutant General
 Major General James E. Landrum, Jr., Special Assistant Information and Data Systems, OCSA
 Major General Robert H. McCaw, The Judge Advocate General
 Major General Frank W. Norris, Director of Army Programs, OCSA
 Major General Delk M. Oden, Director of Officer Personnel
 Major General William R. Peers, Assistant DCSOPS for Special Operations
 Major General William J. Sutton, Chief, Army Reserve
 Major General Carl C. Turner, The Provost Marshal General
 Major General George V. Underwood, Jr., Chief of Information
 Major General Julian A. Wilson, Chief, Office of Personnel Operations
 Major General Winston P. Wilson, Chief, National Guard Bureau
 Major General William W. Beverley, Office of Personnel Operations
 Dr. Rolfe L. Allen, OACSFOR
 Mr. Emanuel Kintisch, OASA (I&L)
 Dr. John Marion, OCOA
 Mr. Harold Silverstein, OCCE
 Colonel Robert H. Schulz, Executive for Career Planning, OPO
 Lieutenant Colonel Robert D. Vaughn, Civil Schooling, OPO
 Lieutenant Colonel Wallace F. Veaudry, Civil Schooling, OPO
 Major Harry J. Thompson, Jr., OPO
 Lieutenant Colonel Felix Kampschroer, AIDS
 Lieutenant Colonel Fred R. Bahr, OTSG
 Colonel Alexander R. Bolling, ODCSOPS
 Lieutenant Colonel Donald S. Marshall, PROVN Group
 Major Dorothy L. Watson, OPO

DISTINGUISHED RETIRED OFFICERS

General of the Army Omar N. Bradley
 General Bruce C. Clarke
 General Clyde D. Eddleman
 General Hugh P. Harrie
 General Hamilton H. Howze
 General Carter B. Magruder
 Lieutenant General James M. Gavin

INDIVIDUALS IN OTHER MILITARY DEPARTMENTS OR DEFENSE AGENCIES

Office of the Secretary of Defense

Dr. Alain Enthoven, Asst Secretary of Defense (Systems Analysis)
Mr. Thomas D. Morris, Assistant Secretary of Defense (Manpower)
Dr. Lynn M. Bartlett, Dep Asst Secretary of Defense for Education
Dr. Nathan Brodsky, Dir, Research & Special Projects, OASD (I&L)
Mr. Mark Colburn, Dir for Special Studies (Training), OASD (M)
Colonel J. A. Bowman, USAF, Dir, Education Prog, OASD (Education)
Mr. James W. Roach, Asst Dir, (Engineering & Management), DDRE

Office of the Joint Chiefs of Staff

Lieutenant General A. J. Goodpaster, Assistant to the Chairman,
Joint Chiefs of Staff
Major General Ashton H. Manhart, Vice Dir, Joint Staff, OJCS
Brigadier General William A. Tope, USAF, Director, J1, OJCS

United States Navy

Vice Admiral B. J. Semmes, Jr., USN Chief of Naval Personnel
Rear Admiral Mason B. Freeman, USN Assistant Chief, Education
and Training, PERS-C
Captain John J. Creamer, USN Dir, Officer Education Div, PERS-C 3

United States Marine Corps

Lieutenant General Richard C. Mangrum, USMC, Assistant Commandant
of the Marine Corps
Colonel F. R. Porter, Jr., USMC, Officer Plans Branch, AC of S,
G1, Hq. Marine Corps
Colonel Leo V. Gross, USMC, Training Branch, AC of S, G3, Hq.
Marine Corps
Major David D. Francis, USMC, Plans and Programming, Training
Branch, AC of S, G3, Hq. Marine Corps

United States Air Force

Colonel E. W. Nave, USAF, Technical Training Division, AFPTRE
Lieutenant Colonel R. W. Bieber, USAF, Professional Military
Education Branch, AFPTRE
Lieutenant Colonel J. L. Covey, USAF, College Programs Br, AFPTRE
Lieutenant Colonel W. H. Griffith, USAF, Professional Military
Education Branch, AFPTRE

INDIVIDUALS IN OTHER GOVERNMENT AGENCIES

Mr. Churchill Downing, Director of Training, Federal Bureau of
Investigation
Mr. J. F. C. Hyde, Jr., Assistant Chief, Office of Legislative
Reference, Bureau of the Budget

Dr. Ellis A. Johnson, Coordinator of Science Communications Activities,
Department of Health, Education, and Welfare
Mr. John Macy, Chairman, US Civil Service Commission
Mr. John S. Rowen, Assistant Director, Bureau of the Budget

REPRESENTATIVES OF FOREIGN ARMIES

Colonel J. C. Barras, Assistant Military Attache, Great Britain
Colonel Hisatomo Matsukane, Defense Attache, Japan
Colonel Hans J. Proske, Military Attache, Germany
Lieutenant Colonel Pierre Brasart, Assistant Military Attache, France

ANNEX A

BACKGROUND INFORMATION

APPENDIX 4

SELECTED BIBLIOGRAPHY OF REFERENCE MATERIAL

The following is a partial list of material compiled by the Board. In addition, the Board was furnished numerous brochures, catalogues, outlines of curricula, programs of instruction, briefing scripts, answers to questions posed, stenographic records of conversations, and the like by various installations and agencies. The Board also made memoranda for record of all individual interviews conducted. These documents have been preserved for background files where appropriate.

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- 10-7 United States Continental Army Command.
- 10-11 United States Army Materiel Command.
- 10-12 United States Army Combat Developments Command.
- 135-24 Military education and training for Reserve Component officers
-- award of constructive credit equivalents.
- 135-200 Active duty for training of individual members.
- 135-316 Judge Advocate training.
- 135-318 Military education and training Reserve Component chaplains
and staff specialists.
- 140-50 Officer candidate school courses for members of the US Army Reserve.

- 140-192 Organization, training, assignment and retention criteria.
- 140-305 Mission, organization, training, and mobilization.
- 145-133 Branch assignment of ROTC students.
- 350-5 Military education and service schools.
- 350-23 Foreign area specialist training program.
- 350-46 Graduate training in nuclear engineering (effects).
- 350-50 Army officers candidate schools.
- 350-72 Scientific and engineering graduate schooling; service academy graduates and DMG's.
- 350-100 Officers' obligated service.
- 350-101 Joint colleges.
- 350-115 The Judge Advocate General's School, US Army.
- 350-156 Dental Corps internships, residencies, and fellowships.
- 350-200 Training of military personnel at civilian institutions.
- 350-210 Advanced management training for officers.
- 350-218 Training of Army Medical Service personnel at civilian educational institutions.
- 350-219 Professional education and training for Army Medical Service officers.
- 350-220 Medical Corps internships, residencies, and fellowships.
- 350-221 Army aviation medicine training.
- 350-245 Training of Transportation Corps officers at civilian institutions.
- 601-19 Army student nurse, dietitian, and occupational therapist programs.
- 601-100 Appointment of commissioned officers in the Regular Army.

- 601-130 Medical Corps--senior medical student program and professional training programs.
- 601-131 Dental Corps--professional training programs.
- 601-135 Registered Nurse Student program.
- 601-136 Training programs for Army Medical Specialist Corps officer procurement.
- 601-137 Army Medical Specialist Corps Graduate Student program.
- 601-138 Graduate psychology student program.
- 601-139 Program for appointment and active duty for Army Nurse Corps and Medical Specialist Corps.
- 601-140 Medical Service early commissioning program.
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